

VOLUME VII

The

NUMBER 12

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



JUNE, 1927



TRUE EDUCATION

TRUE Education, almost insuperably difficult in practice, has been often defined in words. Plato told us long ago how it was music for the soul and gymnastic for the body, both intended for the benefit of the soul; how it was a lifelong process; how good manners were a branch of and poetry its principal part, though the poets were poor educators; how great was the importance of good surroundings; how the young should be reared in wholesome pastures and be late learners of evil, if they must learn it at all; how nothing mean or vile should meet the eye or strike the ear of the young; how in infancy, education should be through pleasurable interest; how dangerous it was when ill-directed; how it was not so much a process of acquisition as the use of powers already existing in us, not the filling of a vessel, but turning the eye of the soul towards the light; how it aimed at ideals and was intended to promote virtue and was the first and fairest of all things.

—BISHOP of HEREFORD, on Plato.

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For the 1927 Summer Session the Provincial Chapter will also give ten scholarships of \$30 each as an encouragement for teachers to qualify themselves for this work by means of this special course. Applicants for these scholarships must be recommended, either by an inspector or by a Normal School Principal. Full information with reference to either the bonus or scholarships may be had from the Provincial President, Mrs. R. C. Marshall, 630 26th Avenue, Calgary, or the Chairman of the Committee, Mrs. John Drummond, 510 4th Avenue West, Calgary.



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

VOL. VII.

EDMONTON, JUNE, 1927

No. 12

Ultimate Aims

By E. J. Thorlakson, B.A., Medicine Hat.

MR. PARKER, in his excellent book, "Methods of Teaching in High Schools," ranks goodwill as one of the fundamental requisites of social efficiency. I think it may be stated with all reasonableness that without this quality of goodwill, any system of education is sadly deficient. Training for intelligent citizenship must be our ultimate aim, whatever our proximate aims may be.

"By their fruits shall ye know them." To determine scientifically what are the fruits of our educational systems we must investigate dispassionately and impersonally the results as we see them in the lives of individuals and nations in their private and international relationships. This investigation must be carried out in an absolutely unbiased spirit such as we might find if a visitor from another planet were to report on conditions here. Our judgment must not be warped by that attitude of self-righteousness and self-justification which has always marred historical judgments.

A comparison of the average American and Canadian accounts of the war of 1812 will illustrate this. An attempt at a sane intelligent conversation about the war of 1812 by a patriotic Canadian and a patriotic American will illustrate it even more concretely, in the tangible form, perhaps, of a black eye. Another topic upon which intelligent thinking has seldom been brought to bear is religion, as the long record of persecutions will show. Since history began men have roasted, boiled and flayed one another to the glory of God. These are cases of intelligence being pushed into the background by personal prejudices, of self-righteousness and self-justification crowding out calm judgment.

An examination into the fruits of our educational systems must give us pause. It does not require anything so dramatic as the Great War nor so pathetic as the recent deadlock at the disarmament conference to show that the essential quality of goodwill is conspicuously lacking. Nor do we need to go farther back than the squabble over the war guilt to see that self-justification is still the first concern of statesmen. Another matter to which much publicity has been given lately is the suicide tendency of college youths, and apart from all sensationalism attached to it, the fact

remains that editorial criticism has been leveled against educational methods.

Taking the ancient sage at his word that "as a man thinketh in his heart so is he", we may conclude that such cataclysms as the Great War are simply dramatizations or externalizations of certain mental qualities. They are the outcome of habitual wrong thinking. One may perhaps say: "Well you can't change human nature." To which it might be replied that the whole aim of education is to change this so-called human nature.

What we sweepingly describe as "the sweet innocence of childhood" is often more accurately described as ignorance, for we admittedly set out to teach children all the positive good they know. A child when left to himself will pull off a fly's legs, steal his sister's candy, monopolize attention, and in various ways show his native selfishness. (Of course this must be modified when speaking of our own children.) We must teach him that these things are wrong, and slowly the child nature is changed. He becomes less selfish and more sociable and altruistic as he learns to think for himself. The degree to which his thinking is intelligent depends upon teacher and parent, whose teaching in turn depends upon the extent to which they have rid their minds of personal prejudice and bias.

The real characteristic of childhood is not so much innocence as it is teachableness. A child is eminently teachable and free from the intellectual pride which too often stultifies the mental development of adults. Possibly it was this quality of teachableness which the Master had in mind when he said "of such is the kingdom of heaven." As long as we are willing to learn, and to remodel our thinking we may hope to reach that state of mental poise and harmony which is "heaven" and which is made manifest in more harmonious conditions in the world about us. Certainly we cannot reach that state while we allow self-justification and self-righteousness to govern our thoughts.

In our sane moments most of us are fairly reasonable and peaceable people. We have no special desire to stick a bayonet into anybody, we live on good terms with a neighbor of different nationality, and some of us even leave our doors open at night. Most of us, in private, bemoan the futility and waste of war. Yet, by

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an almost irresistible mass mesmerism, we can overnight be transformed into raving maniacs howling for a nation's blood. A little intelligent thinking on the part of the civilized nations involved would show the futility and folly of such conduct, but unfortunately intelligent thought can play no part when the creative forces of life are bent on destruction. The same kind of insanity is seen in individuals who blindly and unremittently carry on a feud from generation to generation.

In the case of the individual the reason for the perpetuation of the feud is quite clear. The idea of hatred is planted in the childrens' minds and carefully nourished until it is part and parcel of their being. No one will deny the utter absurdity of such feuds, yet the very same kind of thing is carried out on an international scale among civilized people. A little analysis will also show that if the children had not been taught the "feud complex" the feud would have ceased to be, for the very reason that it did not exist in the minds of the individuals concerned.

Considering a nation as an extended family the inference is easily drawn. But here our reason immediately becomes clouded—it is here that we are so inordinately touchy, that self-justification and self-righteousness prevents sane thinking. In other words, we have the feud consciousness extended to our country instead of to our family. The element of unadulterated goodwill is lacking and consequently our thinking is not as constructive as it should be.

Just to illustrate how clouded our thinking may become I shall quote from an article in the London Daily Mail, April 30—a paper strongly Imperialistic. The article deals in no complimentary terms with Feng the Christian general of China. Among other things is the following paragraph:

"With his own troops he is equally direct. He greets them with a prayer book in the left hand and a six shooter in the right, and those who will not listen to one argument are introduced to the other. With those who do not see eye to eye with him he will weep and pray and expound the beauties of meekness and the Christian spirit; but their heads come off all the same."

As applied to Feng by the unthinking this puts the Chinaman in a bad light, and stirs up hostility against him. But what about the beam in our own eye? When does Christian meekness interfere with military discipline? It is literally true that a man is condemned to be executed by the same authority which orders the priest to absolve him—"a prayer book in one hand and a revolver in the other." It is also an accepted fact of Christendom that big guns are necessary to maintain order. A much admired speech by one of our Canadian statesmen on the navy question contains words somewhat to the effect that "we are thankful to God for the heritage He has given us and we must be prepared to defend it with a navy." If, then, we believe that God needs the reinforcement of guns, why criticise Feng for believing the same thing.

At this point the question may be raised: "What has all this to do with educational systems and ultimate aims?" In the light of the professed ideals of our profession I should reply—"Everything." We claim that it is we who must mould the thought of youth—that we hold the destinies of nations in our hands. I believe many of us make this claim in all sincerity. I cast no aspersions on the great body of the teaching profession—but I do contend that our methods are at fault, that the time has come for a revision of mental outlook.

Returning then to the much quoted but little understood saying of old "as a man thinketh in his heart, so is he," we must, if we accept it, admit that the prime purpose of education is to teach the individual to think intelligently to give him an understanding of the fundamental laws of life, or to quote Dr. H. C. Morrison of Chicago: "Knowledge is of little value for its own sake; it is of great value in so far as it contributes to the development of a strong and capable and right thinking person. It is not of primary importance what an individual knows; it is of first importance what the individual is now and what he is coming to be." This quotation is taken from Dr. Morrison's warning against "mass production" methods in education.

Much as Agnes McPhail has been criticised, she had a very clear view of the purposes of education when she said that "through the educational institutions the thoughts of a nation can be changed in one generation." It may be questioned whether one generation is sufficient, but undoubtedly it is true that educational institutions must shoulder the responsibility of creating the national consciousness. Whether that consciousness is to be the result of mass production and therefore subject to all the imbecilities of mass mesmerism or whether it is to be the consciousness born of clear cut individual right thinking, lies with our educational systems and teachers.

The ultimate aims of teaching are too often submerged or entirely forgotten in a too close adherence to proximate aims. The teacher is, as it were, placed on the defensive and must stand or fall with the school board on the immediate tangible results of his work. Thus, "education" instead of being a "leading out" becomes a "putting in." Inevitably the teacher's first consideration is "getting pupils through the examinations." Instead of acting in his true function as an inspirer of youth, he becomes a mere automaton dishing out facts, he becomes a "boy among men" and a "man among boys" instead of an exponent and interpreter of artistic living.

Man's immemorial tendency to classify and categorize is largely responsible for this state of affairs. We have yard sticks of time and space and we must have our mental yardsticks as well. A standard is set up and by that objective measurement results are judged. This in spite of the fact that life's greatest values are subjective and that the spirit of man has always refused to be bound by any thing short of infinity. Time and time again great spirits have leaped beyond all arbitrarily circumscribed limits. In fact the greatest forward strides in living have been made by individuals who have boldly and uncompromisingly taken a stand against the moth-eaten conventions and standards of the ages. This does not imply that mere novelty has any inherent virtue. Any idea, new or old must stand the test of impersonal and unbiased criticism. It does mean that while we shut our minds to new concepts of living we cannot progress.

The intelligence test is the latest manifestation of man's tendency to classify and standardize. As means to an end intelligence tests may serve their purpose. But they must be used circumspectly, as stimulants rather than as absolute criterions. Already educationists are taking a stand against the tendency to make the intelligence test a fetish—a sort of divine authority. To accept the Intelligence Test as the final authority is to worship at the shrine of stark materialism; it is to ignore those invisible but vital spiritual forces which

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are the only true measure of man. To believe that life can be measured in terms of chemical and physical reactions is to rob living of its value and to hold no promise except the cold mystery of the grave. A similar conclusion is reached at by a leading psychologist who attributes the recent suicide tendency to the arid intellectualism of our educational systems.

A crowded curriculum with over emphasis on mere erudition is not true education. It is a "putting in" and not a "leading out and the teacher in an effort to keep up with the curriculum feels that there is no time for ultimate aims. As time passes, idealism is lost and as the salary fails altogether to meet the requirements of the most idealistic profession in the world, teaching degenerates into a bread-and-butter job and the teacher is forced into a side-line. The result is disastrous to civilization. Children leave schools stored with a hodge-podge of facts, but without the ability to interpret them intelligently. They are the victims of mass production, standardized and categorized by departmental examination. Whatever vitality their thinking may have had has been lost in the mad rush to get through, or crushed out entirely by the spectre of failure. Is it any wonder that civilized peoples still show themselves barbarous and unintelligent in the solving of international differences? Is it any wonder that dictators can still bluff whole nations with methods and ideas that are manifestly crude and childish, and which can lead to nothing but a round of disaster?

Ultimate aims must be kept in mind. There are innumerable articles and helps on methods of teaching academic subjects. Too little is said about the real mission of the educator. His real mission is to inspire, to direct the thought of children into constructive channels, to change their thought whenever it is destructive, and to do this he must sometimes "overcome the world" of so-called public opinion.

That teachers are alive to the possibilities of their profession can be seen in the aims of the World Federation of Education Associations, as published in the May issue of the A.T.A. magazine. Truly such aims as are there expressed are prompted by a sincerity of motive and a breadth of vision. The last clause might have been used as a text for this article.

"Finally, throughout the world, in all schools, to emphasize the essential unity of mankind and the evils of war and to develop a psychology of peace, together with a true patriotism based upon love of country, rather than hatred of other peoples and countries."

The first quality needed for the achieving of these ideals is absolute integrity of mind in the individual teacher. All work of regeneration must begin in the individual. Organizations and institutions are only means to an end and their best service, paradoxically enough, is in removing the need for their existence. The greatest Teacher of all, by making no attempt to organize, showed us, that true redemption can be worked out only by uplifted thoughts and sincerity of heart.

Another great quality needed is courage, courage to hold firmly to our ideals and to lift them up from the realm of cold theory into actual living, and this we must do in spite of low salaries and other discouraging conditions.

To gain this integrity of mind and this courage we must call forth those deep invisible forces of mind and spirit which alone can bring us to the true stature of manhood. With these two qualities we may carry on, confident, that at last our ideals will kindle into a living flame that will light the whole world with its glow.

Hutterian Bruderhof's History

Mrs. L. B. Becker

As early as 1525 a number of zealous Christians met together in Zurich. These men had broken away from the Roman Catholic Church. At first they became followers of Luther, but they found that the Lutheran doctrine did not give them what they wanted, so they established a form of worship of their own, and they called themselves simply "Brethren." After the Peasants' War in Germany, many of the poor people, who had been driven out of Germany, joined them.

These men differed greatly among themselves, but there were several points on which they were all agreed. The belief which affected their history most was that they objected to bear arms and take oaths, as they thought this was contrary to Christian teaching. The larger group thought, however, that under certain circumstances they should bear arms, but the smaller one believed that no condition of their own or their neighbors justified their fighting.

After the war all these people were so persecuted that they fled, some going to Holland and some to Moravia. Many refugees from Austria, Germany and Switzerland joined the Brethren in Moravia, and the members at this time numbered about 10,000.

Their differences now became more marked. The small group, who believed they should not bear arms under any circumstances, also believed that they should have absolutely no personal possessions, but that all goods and money should belong to the Church. The larger group did not wish to give up all their possessions, and so they divided. In 1528 the stricter group, numbering about two hundred, walked from Nikolsburg to Austerlitz. On the way they spread a mantle on the ground, and each person put on it his personal property, thus establishing Community of Goods. Two or three leaders were elected, of whom Jacob Mandel was one.

It is interesting to note here that John Mandel, whom I mentioned in my first article, is a descendant of this first leader, Jacob Mandel. The name Mandel is indeed very common in Hutterite Colonies to-day.

At Austerlitz the Brethren worked on the estates of four lords who were brothers. The lords promised to respect the religious convictions of the "Brethren." The arrangements were entirely satisfactory. So thrifty were these people, that both they and their masters became prosperous.

Friends from Zurich visited Austerlitz occasionally. One of the most frequent visitors was a man called Jacob Huter. Jacob Huter was a member of the original brotherhood at Zurich. Often when visiting his friends his advice was asked about various disputes. His advice always was so sensible that on one or two occasions the Brethren asked him to visit them for the purpose of settling disputes. Jacob Huter was so impressed with the teachings of this church, and with the peaceful life of the members, that he encouraged many of his friends from Zurich to join them, and finally, in 1533, he himself and the remainder of the original Church joined the brethren at Austerlitz, much to the great joy of the lords of the estates.

Jacob Huter was a level-headed man and a great organizer. Soon after he arrived he was made the leader. Immediately definite rules were made and dis-

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cipline was rigidly enforced. Under his leadership the Brethren prospered to an amazing degree, and the membership of the Church increased from two hundred to fifty thousand.

Though their lives were peaceful they had enemies. The Roman Catholics and the Lutherans made up their minds to drive the "Brethren" out of the country, but they were protected by their masters, to whom they were invaluable. After Jacob Huter came, their enemies became more militant, and in 1536 Jacob Huter was killed. From that time the Brethren called themselves Huterian Brethren, and have become known as Hutterites.

After the Battle of White Mountain they were driven out of the country. This time many of them scattered to different parts of Europe, but a small band of them kept together and went to Transylvania, where in many ways they proved to be useful to the nation on account of their skilled labor and their thrift. Among them were good farmers, good tanners, millers, potters, etc., just as there are in the Canadian colonies to-day.

This nation now became involved in the Thirty Years' War, and the Brethren were once again subjected to persecution. The community system of living necessitated having large stores of supplies. The storehouses were plundered again and again by the soldiers until at last the community life had to be given up. At the end of the war the Brethren became extremely poor. This poverty was partly the result of the plundering and partly of the breaking up of community life. Not only was it more expensive to live separately, but the leader's influence was not as great.

From 1695 the Catholics, with the sanction of Maria Teresa, made a very determined effort to compel the Brethren to return to the Roman Church. So terribly were they persecuted that many of the Brethren did return, but a small remnant remained faithful.

About this time a group of men from Carinthia came across the Huterian Brotherhood. These men also had broken away from the Roman Catholic Church and had been driven out of their country; they had also tried the Lutheran Church and were not satisfied. When they attended the Huterian Church they at last found exactly what they wanted, and so they joined the Brotherhood.

The Catholics now renewed their efforts, and the Brethren made up their minds that they would have to seek a new home. They crossed the Carpathians and settled in Wallachia. Here they lived in communities again, and for a time enjoyed freedom and Peace and prosperity returned. This period of prosperity was all too short. A pestilence swept away many of their members, and then the Russian-Turkish war broke out, and they were now persecuted more terribly than ever before.

Just when they were the most depressed, they heard of the offer of Catherine the Great of Russia. She wanted thrifty colonists in her country. She offered religious freedom, military exemption and many other advantages to the Huterian Brethren if they would settle in Russia. Such an offer could not be resisted, and in 1770 they settled north of Kiev. It seemed now to these people that they had at last found a settled home and peace. Very soon they became quite prosperous. There was then a period of decay. Discipline was not so rigid; there was no outstanding leader such as Jacob Huter, and the result was that the Brethren had not the high standard which characterized the earlier group. There was such a decline that when adversity overtook them, they were no longer able to struggle against it.

In 1842 the whole group went to the South of Russia, where they lived separately. The government forbade their living in communities. They tried again and again to get the permission of the Government to set up communities, and at last they obtained permission, but shortly afterwards, in 1870, they were told that they could no longer get military exemption, and so they were forced again to seek for a new home. Delegates were sent to many parts of Europe, Africa and America. The reports from America were so favorable that they decided to go there. The first group came to the United States in 1884. Since the World War many colonies have been established in Canada.

The Hutterites have brought their literature with them, but all the books are hand written. They are mostly accounts of their wanderings and religious struggles. Each colony makes a copy of this literature by hand, and I am sure if any reader of this article would visit a colony the Brethren would be only too pleased to show their books, which tell their peculiar history in very simple language.

After reading this history it is easy to understand why I was so interested in their language when I first heard it. The Huterians are a mixture of Swiss, Germans, Austrians, Dutch, Moravians, Czechs, Slovaks, Italians and Jews. Is it any wonder that their language is mixed? What a task it must have been to make a common language!

Local News

CALGARY PUBLIC

The Calgary Public School Local met in Central School, May 10, the President, Miss Ramsey, in the chair.

Interesting reports were received from the School Board Representative, and from the delegates to the Easter Convention.

A resolution of thanks to the Calgary School Board for the Musical Festival holiday on May 9, was passed.

The Local also recommended to the Board the extension of Manual Training and Household Science to Grades V and VI.

After much discussion, arising from the reports of the delegates to the annual meeting, the Local decided to recommend to the Provincial Executive consideration of the removal of the A. T. A. Central Offices from Edmonton to Calgary.

The importance of full Alliance membership was strongly emphasized before the meeting closed.

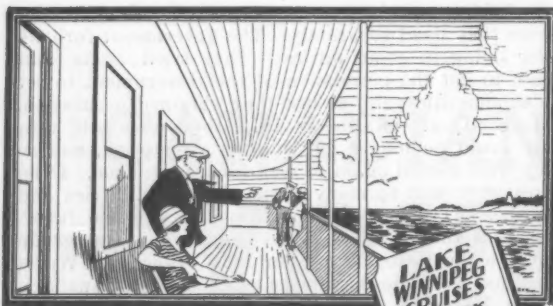
C. I. S.

LETHBRIDGE PUBLIC

The annual general meeting of the Lethbridge Public School Teachers' Alliance was held at Central School on Wednesday afternoon, May 4. Officers elected for the coming year were: President, Mr. P. J. Collins; Vice-President, Miss A. Birch; Secretary-Treasurer, Mr. H. H. Bruce; Representatives from Schools: Fleetwood, Mr. Brandow; Galbraith, Miss Wardman; Westminster, Miss McLeod; Central, Misses Jepson and Trenholme.

LETHBRIDGE HIGH

At a meeting of the Lethbridge High School Teachers' Alliance held Tuesday, May 10, the following officers were elected for the current Alliance year: President, Geo. L. Wilson; Vice-President, Miss J. Conn; Secretary-Treasurer, C. E. Edwards. Miss Olive Haw



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was appointed a member of the Lethbridge A. T. A. Magazine committee, and W. S. Brodie the H. S. Representative on the Lethbridge District Committee.

The Lethbridge District A. T. A. Committee, which includes H. H. Bruce, chairman; T. E. Rodie, secretary; P. J. Collins, W. S. Brodie, A. D. Harding and Geo. Watson, hopes to arrange for another gathering of teachers of the district early in June.

YOUNGSTOWN

The home of Mr. G. S. Coad, of the Dominion Government Demonstration Farm here, was the scene of a very pretty wedding on the evening of Good Friday, when his eldest daughter, Lillian, was united in marriage to Mr. Sheldon Buckles. The ceremony was performed by Rev. H. S. Macdonald. The bride was attended by her sister, Miss Helen Coad, while Mr. Hubert Baker acted as best man. Miss Norton sang "O Promise Me" during the signing of the register. Mr. and Mrs. Buckles left on the evening train for a short honeymoon in Calgary.

Presentation to Bride

After the dismissal of school Wednesday afternoon the staff of the school met and presented Mrs. Buckles with a silver cake dish, J. B. Copeland, principal, wishing Mr. Buckles and herself long life and much happiness, on the part of her co-workers on the school staff, and making the presentation. Mrs. Buckles thanked them in a few well chosen words.

TABER

The officers for 1927 are as follows: Mr. H. B. Myers, President; Miss G. Tufteland, Secretary-Treasurer. There are fourteen teachers at Taber, and twelve of them belong to the local.

We held a Masquerade Dance on Feb. 11, which was quite successful, though we did not have a balance on hand after the expenses were paid.

Most of our meetings are held at night at the homes of the teachers, and a social time is held which seems to keep more interest going in the work. At some of the meetings we have had papers given on various subjects related to the work, and at all of them we have a free discussion of school problems.

Last year the Barnwell teachers belonged to our Local, but this year we have received no word from them, although we addressed a letter to the principal some time ago. Teachers in the surrounding districts usually find it difficult to attend our meetings.

RUMSEY

The monthly meeting of the Rumsey A. T. A. Local was held at the teacherage April 16th.

Rev. Kemp gave an interesting paper on the life and work of Joseph Conrad. From his careful reading of Conrad's works, he was able to add quotations to illustrate his statements. He asserted that, though a foreign-born man who had spent his early life as a sailor, he showed what might be done with the English language. His works are definite and picturesque. They treat of sea-life. Sea atmosphere seems to breathe in them.

The discussion that followed branched to other writers and their works, as Martha Ortenso.

Mr. F. W. Barber was elected delegate to the Easter Convention.

After the other business was dealt with, the remainder of the time was used in considering the resolutions for the Convention.

THE BARNYARD

[In this column will appear, with such regularity as pedagogical chores may allow, the views, experiences and pipe-dreams of the country teacher. Just as the barnyard is a forum for the utterances of horse, cow, sheep, rooster, turkey, hired man, and plain dog, so our Barnyard will present a wholesome diversity of noises; and if, very occasionally, we tune in on sounds a trifle assinine, that must be deemed our privilege.—Hayseed.]

MAY 10th.—Our class was visited to-day by a School Fair promoter, during a singing lesson. He told us that ours was the first school in which he had found any musical activity at all; and he remark opened up a line of critical thought on the rural teaching of music.

First of all we had better get rid of a misnomer (for that's what it is really) and call the subject "Singing" (unless that's a misnomer too!). Then we shall at least be headed in the direction of something attainable.

Singing in most of the rural and village schools is at present limited to wild vocal exertion during the weeks immediately preceding Christmas—exertion about as soulful as physical "jerks" and much less disciplined.

Almost anything is considered good enough. I have listened, among a crowded audience in a South-Central town, to a Grade IV group singing "Deck the Halls" with the refrain of the third line OMITTED, because the children couldn't master the slurred "fa-a, la, la-a, la." Not very long ago I heard "Away in a manger" sung to the air of "Home, Sweet Home," rounded off with the highly relevant chorus:

"Home, home, sweet, sweet home;
There's no friend like (etc.),
And no place like home."

Shame on such slatternly abuse of good carols!

Deplorable singing exists in spite of a most carefully devised Course of Study, and will continue until one or both of these measures is taken:

- (1) School singing shall receive particular notice in inspectorial visits and reports.
- (2) The objective contemplated by the compilers of the course shall be limited, over a period of, say, five years, to inducing children of both sexes to enjoy singing.

For the next five years, let the authorities assign us country teachers twenty good songs a year in cycle. Let stress be laid upon time in relation to the sentiment; upon correct simultaneous entry at the right beat; upon sensitive expression and tone; and upon courageous attack of high passages. In other words, let us work up the group discipline of actual singing, and attend to abstract musical theory only as absolutely necessary to group discipline. Children like it. They like to take the five-beat rest and snap in on the fourth beat of the next bar. They like to follow my pointer to high G.

Nobody would waste time elucidating the finer points of in-fielding to a crawling infant. Nobody should waste time on intervals, dominants, chromatics, etc., with children who have not achieved automatic control of the singing voice. Give us R. T.'s five years to work up rote singing—with recognition of good performance—and the control will be there. It certainly is not there now.

More might be added about "Willie Willis in the Singing Lesson"—for the boy is a big problem there—but I don't know how many words make a column yet.

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By D. E. Hatt, M.A. This little book will give you many an idea for entertainments. Especially for selections which will prove suitable for Canadian school and Sunday school use. This reciter fills a particular need. All the recitations included are original; they are something new and fresh, and so will come as a welcome acquisition to the teacher or entertainment director who is looking for something different and suitable for all occasions.

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By Carol Cassidy Cole. This utterly quaint and charming Canadian fairy story has the double attractiveness of an unusual interest in the story itself and the delightfully whimsical illustrations by L. A. Gorey that are most suggestive of the fantasies of Arthur Rackham. "The Princess" plays in the gardens of her father's palace, but "Little Big Ears" comes to see her often and finally takes her out into the surrounding woods to meet some other animal friends and incidentally "Peter" and "The Hermit". Peter and his father live in the woods, and Peter has a dog named "Wags". Their adventures, whimsical and delicious, yet filled with all sorts of out-of-doors lore of an unusual kind are simply delightful.

Velvet Paws and Shiny Eyes. Illustrated. Cloth... 75c

By Carol Cassidy Cole. "Children throughout the Dominion will be gladdened, I am sure, when this little book reaches them, and I hope it will reach many, many thousands of them. It is a long time since I have seen a children's book of which I approve so heartily; it is an ideal thing for the very youngest Canadian readers to start on. Canadians are most fortunate in having Mrs. Cole to write such wonderful stories for the babies. The illustrations are pleasant, the binding is strong, the paper is good, the type is clear, the price is nominal."—Toronto Saturday Night.

Downy Wing and Sharp Ears. Illustrated. Cloth... 75c

By Carol Cassidy Cole. This volume continues Eric's adventures with Canadian animals, and brings in many of the little wild friends that the children learned to love on Eric's trip north with the wild geese, as told in "Velvet Paws and Shiny Eyes".

Bob and Bill See Canada. New Popular Edition. Cloth 75c

By Alfred E. Uren. Profusely Illustrated by W. Goode. This is an instructive as well as charming little book. It follows the adventures of two very human rabbits, Bob and Bill, in their journey from coast to coast. And whether they are found exploring the historic places of Quebec, gazing entranced at Niagara Falls, stooping wheat on the prairies, or climbing the Rocky Mountains, the adventures they have and the sights they see are vividly interesting. This book has already been tried by teachers who find it of great value in helping to form in the children's minds a knowledge of Canada. "A delightful way to learn history and geography and patriotism. This is one of the most charming books of the kind I have yet seen."—Halifax Herald.

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"I saw your name in the A.T.A."

Tenth Annual General Meeting of the A.T.A.

Secretary's Report

Organization and Membership.

The upward trend membership which was apparent last year was continued in spite of most adverse circumstances. Little organization and solicitation of membership work can ever be done between the Annual General Meeting and the midsummer vacation, for the reason that teachers who are leaving the profession are not good prospects: also having in view the mid-summer vacation and consequent expenditures, teachers naturally are endeavoring to "fill the stocking" to carry them over until school re-opens in the fall. The month of September this year was impossible for field work by reason of the constant rains and bad conditions of the roads. Furthermore, the heavy fall of snow early in November closed the roads for winter and work with cars has been impossible since then. The result was that no road work could be done this year at all except during the month of October; and since that time no agent has been actively in the field. During the three or four years previous we were able to have men in the field for from three to six months, their work producing hundreds of members. To some extent we have overcome this disability by constantly circularizing teachers in the Province, and the result, in each case, although not as effective as personal solicitation, has warranted the expenditure of postage, printing and office labor.

It is gratifying to announce an increase in the number of regular members. The figure today is 2,043, compared with 2,008 last year at this time. Today we have 334 provisional members signed up while in Normal School; last year we had 434, making a gross total of 2,377. For some reason or other the organization work in the Normal Schools did not seem to get well under way until quite recently, but the returns now show that the membership drive in the Normal Schools this year will possibly be as productive of results as last year, the only point being that the majority of members will be signed up after the Annual General Meeting rather than before.

Compared with the provinces of Manitoba and British Columbia, the organization problem in Alberta is more difficult and costly. In Manitoba there is a tremendous congregation of teachers in Winnipeg and suburbs, approximately 1,255. In the cities of Brandon and Portage la Prairie approximately 110 more. As in Alberta the local organizations in the large centres take care of the membership, leaving little to be done by the head office and consequently little expenditure is incurred by them.

In Alberta there are only about 800 teachers engaged in the cities of over 5,000 and the balance of our membership comes from the smaller centres and rural districts. We have approximately 630 members from the larger centres leaving 1,400 members obtained elsewhere. Manitoba has approximately 1,120 city members and 700 from the smaller centres.

A similar comparison might be made with British Columbia. Vancouver is slightly larger than Winnipeg and with the cities of New Westminster and Victoria there is a greater concentration of teachers there than

in any western province. The British Columbia membership in 1926, according to the C.T.F. year book, was 1,702. Therefore if similar comparisons hold in British Columbia there will be a very much larger proportion of rural and smaller centre members in Alberta than in British Columbia.

Saskatchewan, whose membership is 995 all told, has no organizing officer and consequently the rural organization problem can not be tackled and any comparisons would be misleading, although the number of city teachers there is more nearly equivalent to the number in Alberta than in any of the other western provinces.

Not only is the cost of obtaining and maintaining members greater in provinces where the proportion of teacher members in large centres is small compared with those in the rural districts, towns and villages, but there is a correspondingly heavy expense entailed in office administration, correspondence, postage, printing, etc. In addition to this, few grievances and adjustments occur in large centres which can not be tackled by the large local organization. The reverse, however, is the case with the rural and smaller centre teachers whenever a difficulty arises. Here, immediately advice or assistance is required, an application is made, not to a local executive but to the head office, finally, most likely involving travelling expenses and law costs.

Two years ago, Alberta was allotted the duty of compiling statistics relating to educational costs. A great deal of preliminary work was done and the matter was left by the Executive in the hands of the General Secretary-Treasurer. To progress with the work was found to be a tremendous undertaking and the office is too burdened with work to deal effectively with the matter. It would seem advisable to appoint a committee of the Alliance from some centre of the province to deal with the matter in the same way that the Calgary committee dealt with pensions. If this be done an advanced progress report might be made to the next C.T.F. convention which meets in August.

Organization of New Locals.

By reason of the fact that so many teachers in the rural schools make a change at midsummer (the returns showed that practically 50 per cent. changed last year) stability of organization work is practically impossible, and, in consequence, except for the cities, all the locals must be completely re-organized every year.

During the early fall, we circularized the province with a view to forming new locals and re-organizing the weaker ones. We received replies from between 20 and 30 centres and a large number of locals were organized. This campaign, augmented by the work of the General Secretary-Treasurer and other A.T.A. representatives at the various fall conventions, resulted in 35 new locals being formed or re-organized. There are 14 locals of last year which might be put in the "dead" class and during the last few months we have added four more to this class, although we have re-

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"I saw your name in the A.T.A."

organized two additional locals. Last year there were 68 locals in operation. At the present time there are 87 locals. Several of these, of course, are very weak, and to aid them we secured lists of teachers adjacent to each centre and forwarded to the local secretary, together with particulars in regard to membership in the A.T.A. In regard to "dead" locals, one is the former Blairmore local, and two others are meeting with other locals. Following is a list of new locals formed:

Beverly, Bruderheim, Big Valley, Clive, Clyde, Westlock, Coronation, Craigmyle, Didsbury, Donalda, Egremont, Hanna, Heisler, Innisfail, Jasper, Lacombe, Mayerthorpe, Metiskow, Monitor, Musidora, Nordegg, Olds and Bowden, Peace River, Red Deer, Rimbey, Stony Plain, Spruce Grove, Sundre, Sunnyslope, Trochu, Veteran, Wainwright, Grande Prairie.

One difficulty which seems to be prevalent is that once locals are organized in rural centres, there is very little business to be done except that which emanates from directions from head office. It would appear, therefore, that the time is ripe for a standing committee of the Alliance to be appointed for the purpose of compiling a programme of work for locals.

During the convention period, October and November, every convention was covered by the Alliance with one exception: that is to say, with the exception of the Calgary District High School Convention a representative of the Alliance spoke at every convention. Following is a list of the conventions held, together with the name of the A.T.A. representative alongside:

Oyen.....	C. R. Sinclair
Medicine Hat.....	F. Parker
Lethbridge.....	H. Sweet
Camrose.....	W. Wees
Provost.....	
Drumheller.....	F. King
Stettler.....	J. G. Niddrie
Wetaskiwin.....	A. Waite
Vegreville.....	C. B. Willis
Calgary Rural.....	Miss A. Campbell
Fort Saskatchewan.....	A. J. H. Powell
Edmonton Rural.....	T. E. Hughes
Olds.....	H. D. Ainlay
Lacombe.....	
Wainwright.....	
Grande Prairie.....	J. W. Barnett
Peace River.....	
Coronation.....	
Three Hills.....	D. R. Innes
Vulcan.....	

Fall Conventions.

The fall conventions seem to us to require some co-ordination. It is apparent that the Alberta Educational Association is not a clearing house for the matured opinion of the teachers of the province, having no direct relationship whatsoever with the fall conventions. If some scheme could be devised whereby the A.T.A. through its Policy Committee could be brought into close touch with the inspectors and executives of the various rural conventions, a great deal of effective work might be accomplished. Certain problems might be discussed by every fall convention, in co-operation with our Policy Committee and the findings of each group throughout the province sent in to one central point. These findings or recommendations might be crystallized by the Annual

General Meeting. If this could be done it would not materially hinder the local inspector from being able to devote considerable time and instruction with respect to local problems to the teachers in his own inspectorate.

One could not visit the teachers' conventions this year without being conscious of the very receptive atmosphere on the part of the teachers. The apathy towards the Alliance which, in some degree, had been apparent during past years, seemed to have disappeared, as is shewn by the number of members obtained at the conventions.

Normal School Work.

An energetic attempt was made this year to arrest the downward trend of salaries in the rural districts, occasioned by the Normal School graduates scrambling for positions. During the month of May last year the General Secretary-Treasurer concentrated on an endeavor to induce the Normal School students to avoid underbidding. Judging by the law of averages, last year's Normal School graduates "played the game"—their team-work was splendid. A few collapsed it is true, surprisingly few though, considering the final result, and it is to be observed with satisfaction that, by holding faithfully to their collective pledge not to accept lower than \$1,000 per annum, many Normal School graduates received a salary higher than many teachers of long and proven experience. In fact it was almost safe to conclude that, when a teacher's application was received shewing less than \$1,000 per annum, the individual was not a last year's Normal School graduate. By their organized effort and loyalty, the Normal School students saved the rural teacher from receiving a drop in average salary of from \$50 to \$75, amounting to a saving to the teaching profession of \$150,000 to \$200,000. School boards became convinced that they would have to pay not less than \$1,000, even to "green" teachers. These teachers have experienced one fundamental benefit at least of organized endeavor, and last year's Normal School graduates have reason to be proud in the consciousness that by holding out for a reasonable salary they did not prevent one school from operating and no child lost any education in consequence; by standing firmly on the side of their own rights they won a battle for themselves and at the same time performed a splendid service to their profession. It is to be hoped that this year's Normal School students will be able to emulate their predecessors and perhaps go one better. Here, the question of teacher-supply is still as paramount as ever. During certain times of the year teachers cannot obtain positions, while at other times there is a distinct scarcity. As was the case last year during March and April, teachers could not be obtained in Alberta, and the inspectors and the Department of Education endeavored to obtain teachers from outside the province. This is rather unfortunate, because these teachers from other provinces naturally exclude our own Alberta graduates when they leave Normal School.

Legislation, etc.

It is very cheering to note that the policies advocated by the Alliance are coming to the forefront—revision of the School Act, Municipal School Boards, Municipal High Schools, Board of Reference. We are given to understand that the Minister of Education has definitely promised to have the School Act revised; the Municipal School Board question apparently is becoming a matter of serious consideration amongst the members of the Legislature, as also is the matter of Municipal High Schools. The

Board of Reference has actually functioned but in order to make it more effective an amendment was recently passed to the School Act, giving the Board the right to subpoena witnesses, etc., when it is sitting as a Board of Conciliation. An amendment giving power to the Board to enforce its findings on the school board where it was obvious that an injustice was being performed to the teacher was rejected, but only by a narrow majority, the Minister of Education opposing the passing of the Bill on the ground that it should first be submitted to the trustees. Many thanks are due to the teacher representative in the House, Ald. C. L. Gibbs, M.L.A., for his aggressiveness in the Legislature on behalf of the teachers. It is obvious that the influence of the Alliance in educational matters is becoming more pronounced. On three occasions during the recent session of the Legislature representatives of the Alliance were asked to appear before a Committee of the House to present the viewpoint of the Alliance on the following matters:

Cadet Training.
Municipal School Boards.
Municipal High Schools.
Examinations.
Teacher Training.

Undoubtedly the work of the teacher representative in the House would be much more effective if the teachers throughout the province, at times between sessions, would endeavor more to educate public opinion in regard to the Alliance policies. In many cases it might result in effective work if the Alliance organizations in every constituency throughout the province would establish touch with the local member of the legislature.

Some of the geographic representatives on the Executive have done effective work by sending out circulars from head office prepared by them, to members in their district, thereby keeping in close personal touch with their constituents.

Two electoral votes were taken this year: one in regard to an amendment to the constitution, the majority of locals favoring an increase in the number of geographic districts in the province and the augmenting of the number on the Executive by one. The second was in regard to the provincial schedule of salaries compiled by the Executive, which was passed by a narrow majority.

It is rather regretful that the Alliance has not been able to make progress with respect to the following matters discussed at the last Annual General Meeting:

- (1) Publication of the regulations governing Normal School graduation, and the certification of teachers.
- (2) Making it illegal for school boards to advertise for teachers without stating the salary in the advertisement which the board is prepared to pay.
- (3) Making an agreement binding when an offer of acceptance has been passed between teacher and school board, previous to the prescribed form of agreement being executed.
- (4) The selection of entrants to Normal School.
- (5) Legislation making any serious attempt to equalize the burden of operating schools.
- (6) The granting of statutory power to the A.T.A. to discipline members of the teaching profession.
- (7) The compiling of a schedule of salaries.

The Minister of Education amended clause six of the contract again this year, making it obligatory on the part of the board to give the teacher five days' notice instead of two of the investigation meeting; also giving the teacher the right, not only to hear, but to discuss with the board their reasons for desiring to terminate the agreement.

It does not yet seem to be finally decided whether or not a school board, when terminating the agreement of the teacher, is required to give *reasonable* reasons for their action or whether the effect of the procedure in clause six is merely to stay precipitate action on the part of the school board. We must not lose sight of the fact that the law in matters relative to teachers' contracts in this province is in course of development. A great deal of progress has been made already and it is to be hoped that within a few years it will be settled, both from the expressed words of the contract itself and by judicial opinion that a teacher, in this province, can not be dismissed by the procedure set up in the contract except upon educational grounds and in good faith.

The year that has passed has been effective. The organization has increased in size and usefulness. Reports of the *A.T.A. Magazine*, the A.T.A., Bureau of Education, the Finance Committee, Curriculum Committee and Bureau Committee will be delivered at this meeting.

I feel that it is only fair to the members of the office staff that they be thanked for their loyal co-operation and hard work during the past year.

BOOK REVIEW

TEACHERS will find what they have long been looking for in "The Canadian Flag Day Book" by W. Everard Edmonds (Longmans, Green & Co., Toronto). Two "Flag Days" have been chosen in each month, anniversaries inseparably connected with the history of Canada and the Empire; and for each of these a brief "Teacher's Talk," a list of selected poems, and a short tentative programme have been provided. Empire Day, the King's Birthday, Magna Charta Day (June 15th), and Dominion Day—all find a place in this Chronicle of Great Events. Neatly bound in flag-red cloth covers, this little work is a worthy souvenir of the Diamond Jubilee of Confederation, and will prove useful in the schoolroom all the year round. Teachers and community leaders who may be planning a special Dominion Day programme will do well to order a copy at once.

STUART BROS.

CLOTHING AND FURNISHINGS

10310 Jasper Avenue (Opposite Gas Office)

Agents for House of Hobberlin Made-to-Measure Clothes

C. (reviewing a lesson in History 2): "What is meant by the Bedchamber Affair?"

Bright Pupil: "When Queen Victoria proposed to the Prince Consort."

True economy is not so much what you pay for what you get, but what you get for what you pay. Return postage paid.

LAMB BROS., Shoe Repair Service, Cor. 5th and Jasper, Edmonton.

Auditor's Report Alberta Teachers' Alliance Inc. Easter, 1927

April 16, 1927.

To The Members of
The Alberta Teachers' Alliance, Inc.
Ladies and Gentlemen:

We present herewith Financial Statement of the Alberta Teachers' Alliance Inc. for the year ended March 31, 1927, together with Balance Sheet as at that date.

We have audited your books, accounts and records for the period covered by these statements and believe that they are a true and correct representation of the operations for the year ended March 31, 1927, and that the financial position of the Alliance as at March 31, 1927, is truly and properly shown herein subject to this report.

Considering first the Balance Sheet in the order in which the different items appear thereon, we are quite in accord with all the values appearing under the Assets with the exception of the A.T.A. Publishing Company Limited, commonly known as the A.T.A. Bureau, amounting to \$1,816.99 of open account and in investment of \$1,550.00.

We think the report of the Bureau Committee as to the values of the different Assets of the Bureau should convince you that they consider this Asset of \$3,366.99 has very little if any value. We understand that this report was adopted by your Executive and being incorporated in your Minutes is available for your information. All the valuations laid down there are given effect to in a statement of the A.T.A. Publishing Company which has been issued concurrently with this. Some Reserve should be set aside from the Surplus Account to provide for loss on this item.

The Cash on Hand is shown at \$993.32, being a total of \$1,232.99 less a Reserve of \$239.67 for cheques of the past two years which have not been paid. This matter has been carefully gone into with the Chairman of your Finance Committee and we have written off \$568.35, being all cheques issued prior to March 31, 1925. On all cheques issued during the year ended March 31, 1926, remaining unpaid we have provided a Reserve of seventy-five per cent. (75%) or \$163.50, and on all cheques issued during the year ended March 31, 1927, which has just been completed, we have provided a Reserve of twenty-five per cent. (25%) or \$76.17, making a total Reserve of \$239.67. A duplicate list has been prepared of all cheques written off so that this will be available next year to enable the Auditor to determine if all these are still on hand. We think that this treatment is quite proper.

The Trust Fund carried with the Canada Permanent Mortgage has been increased to \$1,465.16.

For your information we might state that the system of internal check on cash receipts is quite satisfactory to us. Briefly, the arrangement is that all incoming cash is received by one of the staff and by her entered in a daily cash book, and a duplicate receipt issued together with a Membership card. The General Secretary-Treasurer does not make any entries in the record of incoming cash or receive it. We account for all cash entered in this daily Cash Book, and as it is balanced daily by the custodian we think that is provides an ample check. Any member will insist on receiving his or her Membership Card for each year for which they have paid, and this provides the Secretary

with a check on the cashier.

The Canadian Teachers' Federation Account stood at \$1,296.55 on March 31, 1926. During the year 1926-27 they were paid \$893.50 and \$815.00 were credited, being Capitation Fees for 1926-27, leaving a balance owing on March 31, 1927, of \$1,218.05.

We will be pleased to supply you with any further information or to deal further with any items which you may desire at any time.

All of which is respectfully submitted,

Signed:

PATRIQUIN AND JOHNSTONE,
Chartered Accountants.

Alberta Teachers' Alliance Inc. BALANCE SHEET

Year Ended March 31, 1927.

ASSETS	
Cash on Hand (Less Reserve).....	\$ 993.32
Cash in Bank:	
Current Account	\$ 432.86
Savings	3,143.41
	3,576.27
Reserve Fund: Cash in Bank.....	1,465.16
Office Equipment	\$ 483.35
Less Depreciation Reserve....	88.00
	395.35
Stationery	250.00
Postage Permit Deposit.....	5.00
A.T.A. Publishing Company, Ltd.:	
Account	\$ 1,816.99
Investment	1,550.00
	3,366.99
	<u>\$10,052.09</u>
LIABILITIES	
A.T.A. Magazine	\$ 352.46
C.T.F. Capitation Fees.....	1,218.05
	\$ 1,570.51
Trust Fund:	
Balance March 31, 1926.....	\$ 2,219.26
Add Interest Earned.....	17.48
	2,236.74
Balance March 31, 1927.....	2,236.74
Surplus:	
Balance March 31, 1926.....	\$ 4,879.59
Add 1926-27 Surplus.....	1,365.25
	6,244.84
Balance March 31, 1927.....	<u>\$10,052.09</u>

INCOME AND EXPENDITURE STATEMENT Year Ended March 31, 1927.

INCOME	
Membership Fees	\$11,343.10
Office Administration charged to A.T.A.	
Magazine	1,200.00
Bank Interest	44.41
	<u>\$12,587.51</u>
EXPENDITURE	
Salaries	\$ 5,201.42
Organization	786.11
Adjustment of Grievances.....	1,474.30
Printing and Stationery.....	520.62
Travelling Expenses	266.50
Telegraph and Telephone.....	194.22
Postage	182.49
Rent	180.00
Commissions	541.28
Bank Charges	89.91
Auditors' Fees	50.00
General Expense	274.24
C.T.F. Capitation Fees.....	815.00
Annual General Meeting, 1926.....	340.75
Reserve for Bad Debt Losses.....	157.42
Note Uncollectable	100.00
Furniture Depreciation	48.00
	<u>11,222.26</u>
Excess of Income Over Expenditure for Year Ended March 31, 1927.....	<u>\$ 1,365.25</u>

ALBERTA TEACHERS' ALLIANCE INC.

CASH STATEMENT

Year Ended March 31, 1927.

RECEIPTS

Cash on Hand March 31, 1926.....	\$ 1,351.78
Cash in Bank March 31, 1926.....	3,905.31
Membership Fees	11,343.10
Bank Interest	62.99
A.T.A. Magazine	412.48
	<u>\$17,075.66</u>

DISBURSEMENTS

Salaries:	
General Secretary-Treasurer ..\$	2,950.00
Stenographers	1,051.42
Honorarium for President.....	100.00
	<u>\$ 4,101.42</u>
Organization	786.11
Adjustment of Grievances.....	1,474.30
Travelling Expenses of Executive.....	266.50
Expenses A.C.M.	311.81
Printing and Stationery.....	520.62
Commissions	541.23
C.T.F. Capitation Fees.....	893.50
Postage	182.49
Telegrams and Telephones.....	194.22
Bank Charges	89.91
Rent	225.00
Audit	50.00
Bills Payable	400.00
General Expense	174.24
Wainwright Trust Fund.....	21.49
	<u>10,232.89</u>
Trust Fund	\$ 1,465.16
Cheques Written Off.....	568.35
	<u>12,266.40</u>
Cash on Hand and in Bank.....	<u>\$ 4,809.23</u>
Cash on Hand:	
As per Balance Sheet.....\$	993.32
Add Reserve	239.67
	<u>\$ 1,232.99</u>
Cash in Imperial Bank:	
Savings	3,143.41
Current	432.86
	<u>\$ 4,809.26</u>

A.T.A. Magazine

March 31, 1927.

BALANCE SHEET

ASSETS

Cash on Hand and in Bank.....	\$ 226.01
Accounts Receivable	\$1,427.73
Less Bad Debts Reserve.....	74.00
	<u>1,353.73</u>
Office Equipment	83.05
Alberta Teachers' Alliance Inc.....	352.46
A.T.A. Buttons	196.00
Advance Payments:	
April Rent	\$ 5.00
Dept. Editor	20.00
	<u>25.00</u>
	<u>\$2,236.25</u>

LIABILITIES

Accounts Payable	293.40
Surplus March 31, 1927.....	<u>\$1,942.85</u>
SURPLUS—	
Balance March 31, 1926.....	\$ 915.98
Add Profit for year ended March 31, 1927..	1,026.87
	<u>\$1,942.85</u>

Audited and approved,
PATRIQUIN AND JOHNSTONE,
Chartered Accountants.

PROFIT AND LOSS STATEMENT

Year Ended March 31, 1927

REVENUE

Advertising	\$5,656.38
Subscriptions	1,695.00
	<u>\$7,351.38</u>

CHARGES

Printing	\$3,640.49
Commissions (Advertising)	991.19
Commissions (Subscriptions)	94.99
Salary (Manager)	750.00
Stenographer	350.00
Departmental Editor	40.00
Mailing	106.80
Postage	34.40
Bank Charges	11.80
Administration	100.00
Sundry Expenses	114.84
Rent	60.00
Auditors' Fees	30.00
	<u>6,324.51</u>

Net Gain for Year ended March 31, 1927..... \$1,026.87

PONOKA LOCAL BRANCH OF ALBERTA
TEACHERS' ALLIANCE

April 2nd, 1927.

The fourth meeting of the Ponoka Local was called to order at 2.45, with the President in the chair.

The minutes of the last meeting were read and adopted.

Communication re delegate and annual report was read.

Moved by H. G. Laycock, and seconded by John McGuire, That Miss Fleming be delegate to A.G.M. Carried.

Moved by Miss Fleming, and seconded by Miss Reist, That Mr. McGuire, Mr. Laycock and Miss Cline be a committee of three to fill out report. Carried.

Communication re World's Federation of Teachers read. Moved by Mr. McGuire and seconded by Mr. Laycock, That Press Correspondent write an item for local paper, mentioning the honor conferred on Canada, and that any one may contribute toward funds. Carried.

By request, Mr. John McGuire, our candidate for the Geographic Representative for Central Alberta, spoke concerning "his platform." In the discussion

STUDENTS AT NORMAL AGREE TO MINIMUM
OF \$1,000 PER YEAR

The student body of the Calgary Normal School endorsed the policy of the Alberta Teachers' Alliance Friday and passed a resolution to accept no position for a lower salary than \$1,000 per annum, without a single adverse vote. Mr. Barnett, General Secretary-Treasurer of the A. T. A., was present, and gave a short address to the students in the assembly hall.

The general policy of the A. T. A. was unanimously endorsed and individual pledges have been issued to the students. A committee was formed to collect and forward the signed pledges, a great majority of which had been handed in a few minutes after the meeting.

A similar meeting was held also at the Camrose Normal School on the previous Wednesday, and the students there took enthusiastically to the idea of pledging themselves to a minimum salary of \$1,000.00.

UKRAINIANS AND CONFEDERATION

by J. Nykiforuk

UNDOUBTEDLY to many readers of the A.T.A. it would be of some interest to know the viewpoint of Ukrainians towards Confederation. To be frank with my people, I am compelled to state that thirty years ago, when trip-worn and partially poverty-stricken, Ukrainians arrived in Canada, none of them knew the meaning and significance of the word "Confederation." In fact, ignorant of the knowledge of the English language, they didn't even hear it anywhere.

Gradually, they became more used to their new home. Soon politics found an unanimous impetus amongst them, until finally they determined to elect members of their own blood to the provincial legislature. Can't a slightest tinge of Canadian patriotism be observed in this? To further fulfil their debt to Canada, many an Ukrainian joined the Canadian forces to aid the Mother Country during the European war. It certainly takes a good Canadian to do this. Ukrainians did not come out to this country to set up a branch of their own nation, but to become Canadians.

Almost unanimously a great interest is taken in education. There are many Ukrainian teachers who are teaching amongst their own people in order to make better Canadians out of them and their children. The respect for the Union Jack is stressed, and the singing and meaning of the National Anthem is not overlooked. Was this prevalent thirty years ago?

Nowadays they take part and are interested in Dominion Day picnics, sports, concerts, and even jubilees, and do not resist in giving aid for such a worthy cause. Practically all of them know the meaning of that historic date. Even a child of four, after being roused by a bang of a fire-cracker eagerly awaits the 1st of July in his succeeding years.

Further, I may state that on two occasions I witnessed the raising of the Union Jack during a church ceremony. The National Anthem was sung by a juvenile choir, and a general dominant interest prevailed throughout the congregation which assembled around the flagpole to witness such an unusual service.

It must be borne in mind by all non-Ukrainian teachers that Ukrainians never were, nor will be enemies of the Confederation. They've all received a satisfactory treatment in Canada, and undoubtedly will always take part in Canada's defence, education and politics. Aren't these the duties of a good Canadian?

Correspondence

Dear Editor:—

The writer has read with a great deal of interest, the report of Chief Inspector Gorman's address on "The Problems of Secondary Education" to the Alberta Trustees' Association, given in the March issue of the A.T.A. Magazine, and more especially that part dealing with the matter of proposed large administrative units for high school purposes. The writer agrees with Mr. Gorman but contends that a larger administrative unit is just as urgently needed for rural public school purposes.

I have in mind an article appearing in the Manitoba Free Press and Prairie Farmer about five or six weeks ago from the pen of one signing himself "Trustee" who gave as his candid opinion that teachers in the Prairie Provinces were being grossly overpaid for their services. He thought \$50.00 per month quite sufficient for any teacher. A survey of the labour market shows that brick layers draw as much as \$14.00 per day for their work whereas "Trustee" would allow teachers a paltry

\$3.00 per day. Why this discrimination? Both are builders, the one building the edifices that house our persons and industries, the other building what is of far greater importance, viz: Human Character. He also deprecates the fact that so many teachers enter the profession as a stepping stone to something in which there is greater remuneration. Would that deplorable condition of affairs be remedied were his rate of teachers' salaries adopted? His arguments do not hold together very well.

The writer has in mind the Board of a certain one-roomed school that will require the services of three teachers during the current year. They have already contracted with a student at the University of Alberta to conduct their school from May to October when he will be available for that purpose. In the meantime they are advertising for a teacher to hold the fort from March 15th until May 1st when their University Student will be able to take over his duties. They will then advertise for a teacher for the months of October and November to close out the term when school will be closed down until the following Spring. I am informed that in one year that Board engaged four different teachers. No doubt there are scores of similarly administered schools throughout the Province.

There is another school that retained the services of one teacher for a period of five years, during which time he gave general satisfaction and brought the school up to a high state of efficiency, yet at a rate-payers' meeting held just before the end of last term, although no complaints were made, it was decided by majority vote on general principles to invite the teacher to "walk the plank" because he had been in the District long enough.

Contrast the above instances with conditions in the Mother Land where teachers spend practically their whole lives in the same schools. Using the teaching profession as a stepping-stone to something "better" is there the exception. Teachers go into their schools and make their homes in the community.

Anything that will tend to give teachers in our Province greater security and permanency of tenure will raise the standard of the profession. Anything that will tend to protect the teacher from being made the victim of petty whims of ratepayers or the arbitrary actions of school boards, perhaps against the wishes of the ratepayers, will be welcomed by the teaching profession.

The organization of large administrative units for Rural Public School purposes would be a tremendous step in the right direction. It would induce a healthy competition among the local public schools in an administrative unit to secure the best obtainable in equipment and service. Rural school teachers would benefit financially and socially thereby. Teachers could go into the Rural districts with fair prospects of making homes there instead of being mere birds of passage as is too often the case.

Make the teachers' salary attractive, sufficient, not only to provide a good living wage but to enable one to enjoy the pleasures of life, to provide education for one's dependents and to lay aside something for old age. Make the teacher's tenure more secure and permanent and there will be fewer using the profession as a stepping-stone to something "better."

All honor to Messrs. Gibbs and Mihalcheon, the Teacher's Representatives in the Provincial Legislature. May their voices be heard and their suggestions heeded by the Powers that be. It is incumbent upon the members of the Teaching profession to strengthen their hands in every possible way.

Yours very sincerely, TEACHER.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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SOLICITORS: Messrs. Van Allen, Simpson & Co., Edmonton.

The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton.

Published, Controlled and Edited by the

ALBERTA TEACHERS' ALLIANCE PUBLISHING CO. LTD.
Imperial Bank Building, Edmonton, Alta.

SUBSCRIPTION: Members of A.T.A. - - - - - \$1.00 per annum
Non-Members - - - - - \$1.50 per annum

Vol. VII

EDMONTON, JUNE, 1927

No. 12

BLAIRMORE SCHOOL BOARD LUCKNOW S.D.

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

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Editorial

OFFERING of bonuses to teachers who do work of outstanding merit in teaching in non-English schools, and scholarships as an encouragement for teachers to qualify themselves specially for work in New Canadian schools is a policy being put into effect by the Independent Order of the Daughters of the Empire. A special course for teachers in such schools, giving the best methods of teaching English to children whose native tongue is other than English is being offered at this year's session of the Summer School.

Some years ago much resentment was expressed at the activities of an organization whose obsession seemed to be "Save Canada for the British Empire." The 1925 Convention of the Canadian Teachers' Federation went spiritedly on record as protesting against the paternal attitude manifested towards Canadian educational systems by the Fellowship of the Maple Leaf. It was pointed out that 100% Canadians themselves (Canadian teachers themselves being classed in this category) were surely more competent to diagnose disorders in, and prescribe remedies for, defects in our growing and rapidly developing nationhood, than a few wealthy leading society lights in England, evidently directed and encouraged by a very small coterie of churchmen in Canada whose thoughts fluttered around an antiquated idealism, misnamed by them true imperialism. Their activities centred around the bringing of children in Canadian Schools under the influence Simon-pure teachers from England, financed to Canada by loans from the F.M.L., prepared to lay themselves on the altar of Empire, to leave home and hearth and journey to a far-off country, wild and woolly, in danger or going to the anti-British "bow-wows" by reason of being left to the mercy of a teaching profession, lacking in the essentials of Empirical spirituality—in capable of developing a liason between church and school, and the old civilization and the new.

* * * * *

THE I.O.D.E. follows the right course of action, they do not recommend infiltration of newcomers inexperienced in Canadian environment, and they avoid the suggestion that others than teachers trained or in training in Canada, be left to instill in the minds of the school children and set forth in their communities, the right ideals of Empire and Canadian nationhood. The scholarships and bonuses will doubtlessly be effective in inducing many more teachers to specialize in New Canadian work. The method of using the machinery of the Department of Education through the Summer School and the Inspectoral staff in implementing their policy in this regard, and their evidenced desire to "pull together" with the teachers of Alberta and work from within the ranks, deserves our commendation.

WE were surprised—agreeably surprised—at the amount of interest manifested in educational matters by the former members during the recent

session of the Legislature. The members evidently were anxious to see the teacher secure in tenure and with a higher status in the rural districts especially. But as Mr. C. L. Gibbs, M.L.A., said at the last Annual General Meeting: "If I have any criticism to make of the Farmer Government, it would be that the Minister of Education is a little bit inclined to take things as they are and say that things are all for the best in this best of worlds. He does not like to make experiments." Unfortunately, even in this best of worlds, comparative progress is made solely as a result of driving force and aggression and an attitude of "don't hurry" is the most certain means of arriving at the winning post "scratch" man.

* * * * *

IT is well that the members of the Legislature should take a keen interest in security of tenure for teachers, municipal school board, municipal high schools, high school examinations, teacher training, cadet corps, university training course for teachers, etc. However, the practical test of enthusiasm or deep interest in a cause is usually indicated by an adequate supply of lubricant to make the wheels go spinning round. We are not implying that the Farmer members are insincere in their manifestations of interest in education; nevertheless the fact remains that, comparatively speaking, we have not made any substantial, comparative progress in education during the past six years.

* * * * *

A SUPERFICIAL glance at provincial expenditures on education might provide an answer to the charge of retrogression. It might be argued, for instance, that in 1920, Government grants were but \$920,932.52 and they had increased to \$1,164,104.87. But in 1920 only 135,750 pupils were enrolled in 4,289 schools which operated on an average of 183 days; while in 1926, there were 150,526 scholars, 4,803 rooms in operation and the average period of operation was 187.6 days. Again, the schools in large centres have not perceptibly increased their period of operation, and since the size of classes has materially increased, the per capita grant to the large districts would have been correspondingly lowered, even had there been no lowering of the grant to both elementary and high school rooms. It follows therefore that the average period of operation of rural schools has materially increased to raise the general average from 183 to 187. Furthermore, the high grants are paid for high school rooms. Had grants for secondary education been paid on the 1920 basis, the large increase in the number of high school rooms in every large centre and the wide-spread increase of one-roomed rural schools with high school pupils would have caused the 1926 grants to be very much higher than the public accounts show.

* * * * *

THE following table shows at a glance how school grants are now paid as compared with 1920:

1920	GOVERNMENT GRANTS	1926
	Rural Schools. Junior Room, \$1.00 per day.	90c
	Senior Room, \$2.00	\$2.00
	50% of cost of approved school equipment up to \$250.00.	nil.
	\$1.50 per day for conveyance of pupils to graded rural schools.	nil.
	One-third of cost of teacher's residence.	nil.
	(Except for residences erected previous to May 1st, 1923.)	
	CITIES, TOWNS AND VILLAGES.	
1920	Elementary School.	1926
	\$1.00 less than 40 teachers.	90c
	.80, 40 to 100 teachers.	70c
	.60, 100 and over.	50c
	Secondary.	
	\$2.00 per day plus \$1.50.	
	Less than 12 teachers, \$3.50.	\$3.00
	More than 12 teachers, \$1.50 per day + \$1.50 = \$3.00.	\$2.50
	Technical.	
	Household Economics, Manual Training, Music and Art teachers, 20% of salaries.	50c day only.
	(Where more than 30 teachers) not exceeding \$300 per year.	
	(Where less than 30 teachers) 50% of salaries, not exceeding \$1,200 per year.	50c day only.
	Where less than 30 teachers, 50% of equipment up to \$1,200.	25%
1920	Library Grants.	1926
	Cities, Towns and Villages.	
	Up to 5c per day (less than 30 teachers).	nil.
	Up to 3c per day (over 30 teachers).	nil.
	One Room Schools Taking High School Work	
	50c per day in addition to elementary grant.	25c per day.
	Graded Rural Schools.	
	\$3.00 per day plus 50c additional for high school pupils (in addition to elementary grant.)	\$2.00 per day plus 25c per day for high school pupils.

* * * * *

THE effect on the teaching profession has been very serious; the cutting down of grants for schools inevitably reacts adversely on teachers' salaries. School boards being human, naturally took their cue from this act of the Government: if their income be lessened they must counterbalance it by a cut in expenditures. How can this be done, the enrolment is increasing—more rooms or more in a room? No more taxpayers, no higher mill rate if possible—sever the Gordian knot—cut the teacher's salary. Final result: increased teacher load, less time for individual attention to pupils, more strain on the teacher with a corresponding lowering of efficiency—more work, less pay for teacher; less teaching and poorer education for the scholar. Especially does this apply to the high schools, teachers and pupils.

WE might suggest that the money saved by the lowering of school grants would have been well invested by the Government had it been applied to teachers' pensions; it would, in a measure, have compensated the teachers for the inimical effects on the teachers' economic position of lowered grants—the statement in large centres re salary increases, and increased class load; the lowering of average salaries elsewhere. Apart from any other claims, ethical and material, that can be advanced for the institution of an adequate pensions scheme for teachers supported generously by government contributions, the fact that the reaction of lowered grants to school boards has not been suffered by the rate-payers but paid out of the pockets of the teachers over and over again, should appeal to the Government as an unassailable reason for immediate indemnification by putting a pensions scheme into effect; surely equity demands it.

DURING the past three years, in spite of the efforts made by the Alberta Teachers' Alliance, there has been a perceptible decline in the annual average salary paid to teachers outside the cities. After very careful study on the part of the Executive of the Alberta Teachers' Alliance and of other parties in position to secure full information and speak with authority and certainty, the irresistible conclusion arrived at is that the economic set back to the rural, village and town teacher has been due almost entirely to the mistaken impression gaining ground amongst both school boards and teachers that there has been a greater number of teachers desiring positions than vacant class rooms to be occupied.

AS a matter of fact, we are able to state the following:

(1) At the present time there is a scarcity of teachers in Alberta; so much so that the Department of Education recently found it necessary to advertise outside the province for teachers to come and take positions in Alberta.

(2) In spite of this, Inspectors of Schools report schools closed because no teachers can be obtained immediately. These schools will have to remain closed until the Normal School students graduate in June.

(3) There is likely to be an under supply of teachers in Alberta before October arrives.

(4) There has never yet been an exception to the rule that Alberta has been able to absorb by October 1st every available teacher; in fact, by that date, there has been a shortage of teachers each and every year. That is to say, by October 1st every teacher remaining in the profession has been located, every Normal School graduate, and every teacher arriving from outside the province has obtained a position by that date.

THE above facts should be prominently before the mind of every teacher when seeking appointment, and every possible opportunity should be taken advantage of to inform school boards and teachers:

(a) That there is actually a shortage of teachers at the present time.

(b) There is going to be a shortage of teachers this fall.

(c) The students graduating from the Normal Schools in June will not enter into a "mad scramble" for positions. They have organized themselves thoroughly and have pledged themselves to accept no position for less than \$1,000 per annum; neither will they indulge in underbidding.

* * * * *

HAD the teachers of Alberta made themselves thoroughly acquainted during the past three years with the supply of teachers and the yearly demand, there is not the slightest doubt but that hundreds of teachers would not have been so feverishly anxious to accept positions at what may be termed a sacrificial figure of from \$100 to \$300 less than they felt they were entitled to receive; this lack of information and this anxiety to secure a position at all costs has multiplied the number of applications sent to every school board advertising for teachers; much underbidding has resulted and school boards have done the logical and expected thing—lowered the salary offered.

* * * * *

THE Normal School students are doing their best to act in a manner beneficial to themselves and to their profession by resolving neither to underbid nor to quote a figure of less than \$1,000 per annum and, naturally, they do not anticipate that teachers with experience will offer themselves for a lower—if as low—a figure.

* * * * *

IN view of the foregoing facts, it is obvious that something definitely and unitedly should be done to off-set the present tendency to seek the services of teachers at the low figure so frequently offered, and if the members of the teaching profession in Alberta will to act unitedly in this matter, a great service will be performed not only for themselves as individuals but for the teaching profession as a whole.

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I wish to thank you very much for the advice which you gave me regarding this matter."

"I desire to thank you herewith for what you have accomplished for me and the efficient manner in which it was done. I alone could have done nothing. It was only a small matter, but I have every faith in the Alliance, and feel confident that a more important matter would be handled just as efficiently.

"Respectfully yours,

"_____."



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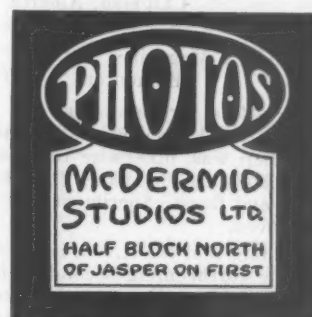
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"I saw your name in the A.T.A."

Chipman, Alberta, May 13th, 1927.

The Editor,
A.T.A. Magazine,
Edmonton.

Sir,—It is fortunate that the World's Federation of Educational Associations was not in existence when the Indian was, otherwise there would not now be a people boasting the name Canadian; nor would this newest and finest experiment in civilization have been commenced.

The fact that the A.T.A. is constructively concerned with the forthcoming second biennial conference of the W.F.E.A. implies that the members of the A.T.A. subscribe to the "special objectives" of the world organization, as published in your issue of May. I wish to enquire under what authority the executive of the A.T.A. has been induced to endorse a series of visionary, impracticable and highly controversial ideals which are utterly incompatible with a Canadian national spirit.

I protest against any participation in the forthcoming conference.

We are at this moment taking steps to celebrate our Diamond Jubilee. That is, we are taking steps to stimulate our *national* consciousness, to awaken in the minds of our children and in the hearts of their diversely originated parents the conception of Canada as the finest land in the world, and its inhabitants as the most blessed. I presume that no member of the A.T.A. will dissent from the proposition that the first duty of a Canadian teacher is to insinuate this conception into his work every day, and to use the occasion of the Diamond Jubilee to drive it home. I maintain, sir, that the only method by which this can be done is by reference to our national figures from Danlac to Madeleine Vercheres, through that bright company adorned by Wolfe, Brock and others, right down to our dead and living heroes who upheld the pride, the prestige and the might of Canada in the Great War. All of this great company were implicated in "a conspiracy for good," and they were quickened by a sense "spiritual and non-sectarian." Without them and their national and often bloody deeds we should not now have a Jubilee to celebrate or a country to celebrate it in.

If we are to use this method, how can we leave our class-rooms and sincerely pass resolutions in favor of such "special objectives" as those of the W.F.E.A.? If we may not use this method, what method may we use?

Let us learn to walk before we essay to run. Let us make sure that our national consciousness is unassailably established before we attempt to "develop the consciousness of an international morality in the minds and hearts of the rising generation." To quote from the Programme for Schools' Jubilee Celebration printed on page 15 of the May issue of our magazine, we might very well be satisfied to follow Lord Dufferin's noble exhortation to "love our country, believe in her, honor her, work for her, live for her, die for her." We must be prepared to die for our country before we may hope adequately to live for her. If we are prepared to die for our country the seven special objectives of the W.F.E.A. will never be reached. But if we are to fashion our teaching on these objectives let us first bury our national heroes, ban our national songs and burn all that is heroic and inspiring in our national literature; nor need we be at pains to urge Trustees "to see that a pole, *if only a temporary one* (my italics)

is provided for the flag ceremony suggested" in the Programme already quoted.

Nationalism and Internationalism cannot go hand in hand. The Union of Soviet Socialist Republics is constantly reiterating this fact; the U.S.A.—whom no one would dub a militaristic nation—emphasize this by avoiding the League of Nations; China, in her laudable struggle for race assertion is demonstrating it to the hazard and destruction of numerous international lives.

Lest any should accuse me of rattling a sabre, I hasten to anticipate them. I love peace; I respect war. In saying this I mean that *all* war is not evil, and we should teach our children so. We are losing a sense of proportion over this issue. It has become the fashion to decry all combat except that of the courthouse, the counting house or the ball field. We may thank H. G. Wells for this attitude.

In summation, I humbly lay down the proposition that we owe it to the giants who went before us, to the children who will follow us, and to ourselves, to build up Canada as the fairest and most puissant country on earth. If the consummation of this spiritual and practicable ideal conflicts with the aspirations of Zanzibar or Mumbo Jumbo, not all the sweetness and light of the semi-professional Uplift should be allowed to balk us of this holy destiny. The policy which made us great will keep us great.

Yours faithfully,

T. BROWN TIVEY,
Member of A.T.A.

Our correspondent seems to understand the main aim of the World Federation of Educational Associations to be the development of internationalism as distinct from patriotism.

He has overlooked, evidently, this cardinal clause included in the aims and objects of the World Federation of Educational Associations:

"Finally, throughout the world, in all schools, to emphasize the essential unity of mankind and the evils of war and to develop a psychology of peace, together with a true patriotism based upon love of country, rather than hatred of other peoples and countries."

(Editor)

Glimpses of Old England

Miss D. J. Dickie, B.A.

Grasmere, England, April 22, 1927.

I came over on a Canadian Pacific liner, "The Montrose," Capt. Landy, and though it was still the winter season we had a very pleasant voyage, a heavy sea for two days but neither wind nor storm. It was possible to sit on deck every day. It is always one of the minor pleasures of being abroad to compare the services offered by our Canadian National and Canadian Pacific companies with the accommodation afforded by foreign transportation companies, which never surpass and rarely equal our own.

I stayed over for a few days in Liverpool, a thing which no one ever seems to do. One felt a little forlorn watching one's friends of the week dash for the London train, but the three days were worth it. I wanted to find out whether or not it is possible for a world whose character is commonly painted so darkly to build a cathedral; it was reassuring to find that apparently it is possible. The great new building in

Liverpool is a real cathedral; it has the authentic atmosphere, the true feeling of one.

It is to be of magnificent proportions. When finished York itself will scarcely surpass it. Only about a quarter of the structure, the chancel and a small part of the transept and nave, is finished. It is built of the red sandstone of the district, and the architect has been miraculously skilful about securing views through his faintly rose-coloured arches. At every turn one looks through a vanishing vista of complete or partial arches. The Lady Chapel, which has been in use for twenty years, has a number of very beautiful windows depicting the women saints whose lives have adorned the history of the Church; the two rear windows do honour to great women of the 19th century. The porch of the Lady Chapel has been built by funds collected by the school children of Liverpool. The figures of children which decorate it are charming. I liked especially the Memorial Chapel, which is upon the left as you enter. It is extremely plain, even a little cold, but the statues of modern soldiers which fill all the places above and about the altar, commonly occupied by mediaeval saints, are strikingly well done. It is, perhaps, the cunning skill, the meticulous care with which the smallest detail is finished that gives "Liverpool" the right already to be named with Winchester and Saint Paul's.

I shall for life feel myself indebted to the friends who lured me to Grasmere for the Easter vacation. I have been in the Lakes in summer, but early spring is surely the loveliest time of the year to be here. The fields are full of daffodils, the woods of primroses, and there has been sun most days. Indeed, I cannot decide whether the great craggy hills are most beautiful in sunlight or in the half light of duller days, when the shadows of the clouds bring out a thousand changing shades of rose and mauve and green upon their rugged faces.

The valleys are vividly green and the trees misted with the first tiny leaves. The water is high upon the curving shores of the lakes, and every brooklet, brimful, sings in its deepest voice. The farms with their white house-places, the bits of green woodland, the blossoming cherry trees climb at least a third of the way up the hills; the stone-walled sheep pastures, some of which look almost vertical, climb a second third, but the tops are bare and bald; high, yet tempting, and accessible to any good walker.

I have been tremendously interested in it all this time because it struck me upon my first walk that these hills and valleys are exactly like the foothills and the rough hilly country which lies between the great ranges of the Rockies. In a thousand years, I thought, our valleys, drained and cultivated, will look just like these; our fine highlands and little lakes and streams will call walking parties from every part of the world. With this thought in mind, I began Collingwood's "History of the Lake District," and there noticed that he believes it has taken about seven hundred years to produce the present degree of beauty in the scenery of the famous circle of Lake country, which centres at Easedale Tarn and has a radius of fifteen miles.

The friends with whom I have been staying are not very fit, and we have done only the easiest walks up Easedale. Over the Longdale Pikes, over Silver Howe, up Greenhead Gyll and round the two lakes. I spent

yesterday morning in the woods above Rydal Mount (Wordsworth's later home) gathering primroses. Even the dalespeople themselves admit that the year is an unusually favorable one for flowers. Certainly I never imagined such a showing of daffodils, primroses, violets and wood anemones.

We drove one day over the Windlatter Pass to Buttermere, and then on to Cockermouth to see the house in which Wordsworth was born. We had as chauffeur Mr. Whittom, one of the men who formerly drove the coaches from point to point of the Lake country. The coaches have almost disappeared, though we did meet two on the way to Buttermere. Our driver seemed comparatively commonplace in a chauffeur's uniform and cap instead of the great capped coat and white plug hat of former days, but he proved to be an excellent driver and one who knew every point of interest.

It was dull, threatening rain when we left, but our landlady tucked us in with hot water bottles and what she called an "egg-in-the-hand lunch," and we set out. Just over Dunmail Raise, one comes upon Thirlmere, now a great lake instead of the series of pretty pools which I remembered it to have been. It has been acquired and "raised" by the City of Manchester, which uses the lake as the source of its water supply. Thirlmere is much larger, but the farms and fields upon its shores have been sacrificed. Manchester has planted with a lavish hand in all directions, but it will take some years before the district looks quite "natural." Again, I understand that the same thing is to happen to Little Haweswater. Every effort will, of course, be made to preserve the beauty of the district, but tampering with scenery is always dangerous.

The wind was cold and the sky overcast as we drove up into the pass. We missed the sunlight upon the waves of the Solway and upon the blue Scottish hills, but the view of valley, shore, sea and distant heights was magnificent. The sun came out as we drove past Cromech and Buttermere to the foot of Honister Pass, where we lunched. It shone upon Cockermouth, a quaint, tidy little town quite out of the tourist route, and therefore un-modernized. Wordsworth's birthplace is the largest and handsomest house in the town. Its garden reaches down to the Derwent, which flows to its marriage with the Cocker nearby. The sun still favoring us, we drove home through flowering woods and blossoming cherry orchards by Keswick to our lodging at Miss Dixon's, just below the famous "Swan Hotel."

Miss Dixon, our landlady, must have a word. Like Liverpool Cathedral, she is authentic, a real landlady, a proper character. She is stout and toothless, with handsome brown eyes and the most mischievous smile in the world. She comes to our sitting-room each morning, ostensibly to ask what we will have for lunch and dinner, really to tell us what she thinks is best for us to have, and to beguile us with stories of former lodgers, of whose tricks and caprices she never fails to get the better. She has lived in this house for sixty years, and has let lodgings since the tender age of three (assisting her parents at first), and what she doesn't know about lodgers isn't worth knowing. As she says herself, she is a rapid thinker and never has to fish for an answer. Her witty speeches, expressed in broad Lancashire, keeps us in a continual gale of laughter. She admits that she is "wicked" and "a handful for parson," but consoles herself by holding that "a bad

character is much easier to keep up than a good one." She always refers to me as "the American," and shows me with stories about the daft ways of that nation. I assured her in the beginning that I was a Canadian. "That's the same," she said. "You come across the sea. No difference. I shan't think on it," and she still refuses to "think on it."

With walks before lunch, sleeps before tea, walks before dinner again, and long evenings by the fire, the days have flown. Our holiday here is over; to-morrow we return to Oxford.

Alden (putting up his hand): "Please, Mr. J., my father says we are descended from monkeys."

J. (drily): "The class is not interested in your family affairs."

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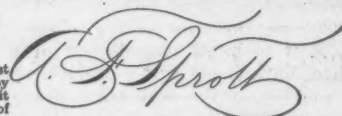
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OUR TEACHERS' HELPS DEPARTMENT

This is examination month, it has been thought advisable therefore to give some tests in various subjects and grades. The Spelling, Geography and Arithmetic tests for Grades VI., VII. and VIII. are culled from Civil Service examination papers of the Dominion for the past few years. It is hoped that these questions will be suggestive of new types of questioning. We are all so apt to get stereotyped in our setting questions that a change now and again becomes necessary. Of course no claim is made that these questions are superior to those types with which we are all so familiar; in fact, we are of opinion that, from the strictly pedagogical point of view, many of the questions are likely to be severely criticised. However that may be, it is our hope that both teacher and student will find the sets useful.

We are all so busy now getting ready for the finishing the year in good style ("My hat! I shall be thankful when the term is over") that we have no time for correspondence with this department. Not one has come to our aid in the matters laid before you in our correspondence columns last month. This month we have had one call only for aid. We should appreciate it if some of our successful teachers among the foreigners would communicate with us, giving us suggestions, or better, sending us something by way of illustrative material, if not actual lessons that we may include in these columns.

We wish our teachers and their students every success this month.

Correspondence:

W.F.H. We regret that to date we have been unable to get anything in the way of helpful material for the teaching of English language and composition to Ukrainian children. Have you seen any or all of the following books? They may be of assistance to you:

- (1) "Handbook for New Canadians," Alfred Black, B.A., The Ryerson Press. This has a vocabulary at the end in seven languages;
- (2) "English for New Canadians," G. E. Reaman, M.A., B. Paed., The National Council Y.M.C.A., Student and Industrial Depts., Toronto,
- (3) "English for the Non-English," N. F. Black, D. Paed., The Regina Book Shop, Regina.

* * * * *

E.D.M.W.—Many thanks for calling our attention to the errors and criticism of our May issue. Arithmetic, Grade IV., B. 7, change to 348 or 360. Arithmetic, Grade V., A. 4, should read, "and at 6c a sq. ft." Arithmetic, Grade V., D. 2, should read, "A square field is 1/8 mile long."

Glad you like the "Classroom Devices" and the "Jubilee Celebration" articles.

* * * * *

J.V.D.—We thank you for your letter of appreciation and will endeavour to have some material along the lines you suggest in our next issue.

We have always advised students to try to get their Junior Matriculation at least, nor, in our opinion, does it much matter what subjects are taken so long as a good grounding in an all round education is obtained. We know we differ from many in this respect. However, we will answer more fully next month. The advantage of Junior Matriculation is obvious since it opens the way to any course at the higher centres of education in any branch of work desired.

GRADE I EXERCISE IN MEASURING

1. Material required: green wrapping paper, white paper for mounting, and paste.

Cut the wrapping paper into strips about half an inch wide.

Measure and cut strips 1 inch, 2 inches, 3 inches, 4 inches, 5 inches, 6 inches and 7 inches. Mount on white paper to look like a tree.








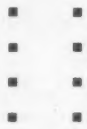


2. Brown wrapping paper, white paper for mounting.

Cut brown wrapping paper the width of a ruler. Measure as above. Mount to look like stairs.

DRILL ON WORD RECOGNITION

Write these words. Draw a line under, and number, the word that means—

- | | |
|-----------|-------------------------------|
| robin | 1. Something we wear. |
| fire | 2. Something we eat. |
| rabbit | 3. Something that flies. |
| shoes | 4. Something that is cold. |
| bread | 5. Something that is hot. |
| ice | 6. Something that hops. |
| dolls | 7. Something that blows. |
| baseballs | 8. Something that girls like. |
| wind | 9. Something that boys like. |

									
1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten

If these number groups are placed somewhere on the blackboard or on the wall where they are constantly before the pupils, it will prove a help in learning the combinations and separations.

With seeds of several colors: watermelon, citron, sunflower, pumpkin, etc., with colored pegs, or anything the teacher may be able to secure for group-laying, the children see and remember the combinations much more readily.

They also enjoy having sheets of cardboard ruled into squares or rectangles, on which to lay the groups. This prevents crowding, and the grouping is more effective.

Use one color at first until the child recognizes readily the group with which he is working. Then use two colors to teach the combination. Three red seeds and two white seeds are ever so much prettier than

$$\begin{array}{r} 3 \\ 3+2=5, \text{ or } \\ 2 \\ \hline 5. \end{array}$$

GAMES FOR DRILL OF COMBINATIONS OR SEPARATIONS GRADES I AND II

(1) "Wind the Clock"—Draw a large circle on the black-board and place numbers to ten similar to a clock face. Bring the class near the board. Take the pointer and quickly touch two numbers. Call one member of the class to give the answer. This game requires constant attention from the entire class. The child who gives correct answer has wound the clock.

(2) "Stand-By"—Each child is given a combination or separation which is difficult for him to remember. The teacher asks quickly a number of combinations, pointing to the pupil she desires to answer, but whenever a "Stand-By" is asked the pupil to whom this belongs must try to give the answer before the student asked. The children love this game and it is very seldom a child forgets to answer when his "Stand-By" is called. "Stand-Bys" may be changed daily. The children not only learn their own combination in this way but the "Stand-Bys" given to others are impressed on their minds.

(3) The class is arranged in one long line. The teacher asks quickly the combination or separation or flash cards may be used for this game. The class call out the answer. The pupil who answers first correctly may go to the head of the class. The children like to see who can get to the head of the class and keep that position.

(4) Divide the class in two equal groups. Each group may be given a name. One pupil is chosen from each line. Show flash cards or ask the two a number of combinations or separations. The child who gives the correct answer first the greatest number of times has won a point for his line. The lines count each time the number the player from the other line gets first. Choose other students to play. The line which has the most players who win, has won and the teacher may give them some special privilege.

(5) "Making the last first"—Choose one of the pupils who is the poorest in combinations. Then choose another student who is one of the best in the class. Have a contest between the two. Let the class count as in the other game. Of course the better pupil will win this time but have him play with other pupils until he beats one of them. It is surprising how soon the poorest becomes the best.

Note—The success of these games depends on the enthusiasm of the teacher. The game should be short and rapid in order that the child can concentrate.

SOME LANGUAGE GAMES

"I Saw"—The teacher chooses one child to start the game in which the children may tell what they saw on the way to school, down town, at home, etc. Each answer must contain the words "I saw".

The teacher says "What did you see Stanley?" Stanley may say "I saw a cow." Then he may ask the question as "What did you see, Billy?" etc.

This may be varied. If the class is advanced enough, by having each child called on repeat what the others have said and then give his own as "Stanley saw a cow; Billy saw a car; Betty saw a flower; I saw a team of horses."

This may be continued until some child is unable to repeat all the sentences given.

Use of isn't. Have a list of troublesome words or phrases on the B.B., e.g., two, from form, very every, this morning, I had to, etc.

One child goes out of the room while another goes to the B.B. and selects a word or phrase. Then the first child comes in and points to the word he thinks was selected and asks, "Is it even?" and some one individual or the class in concert says, "No it isn't every." etc. Three guesses allowed.

Use of Doesn't. Word is written on B.B. and children told that each correct answer will contain that word. Teacher starts game by saying "Does your dog sing. Betty?" Betty must answer "No, my dog doesn't sing." Then, as she has answered correctly she may ask the next question of any one she chooses.

We were and You were. Send two children out of the room to do something. When they come in class may ask "What were you doing?" The two answer, "We were doing something you'll have to guess." Class may guess, "You were shaking hands." The two answer, "No, we were not shaking hands." If the class fails in three guesses to find out, the two tell what they were doing and two others are chosen.

John and I may be played in somewhat the same way by sending out two children who choose some action to perform. When they come in the class as before may say, "What were you doing?" and the two take turns in answering the three guesses, "John and I were not pulling our hair." "Tom and I were not stretching our arms," etc.

SPELLING TESTS

SPELLING TEST—A.

Some words in the list are right, others wrong. Write a list of the words that are right. Write a second list of the wrongly spelled words, spelling them correctly.

confered	evidence	editor
particuler	satisfaction	liability
oportunity	association	arrangement
imense	artical	development
experiment	knowlege	instruction
distinction	practicable	statment
tarriff	sufficient	reinforcement
embarrassment	waive	elementary
incomparable	guidence	equipment
abbreviate	interrupt	sequence
engineer	excessive	intelligence
laborer	chemical	diliberation
official	expenditure	desirable
acknowledge	specimen	destinguish
probable	occupancy	comprehensive
account	generate	continuance
estimete	apreciation	

SPELLING TEST—B.

Some words in the list are right, others wrong. Write a list of the words that are right. Write a second list of the words wrongly spelled, spelling them correctly.

approximately	sufficient	inthusiasm
endolent	instantaneous	exhaust
systematic	excelent	signature
judiciously	acquiring	manufacture
auditer	accelerate	mechanicle
essential	arrangement	substansial
federel	statment	permanence
relateing	length	inspector
desend	actually	comodity
metallic	enforcement	unafication
average	accidentally	perposal
erasor	achievement	manafestly
available	punctually	mutuel
adress	qualify	arguement
maintenance	authority	abbreviate
incouragement	achieve	indurance
sucessful	junction	

SPELLING TEST—C.

Some words in the list are right, others wrong. Write a list of the words that are right. Write a list of the wrongly spelled words, spelling them correctly.

excelent	comparatively	previous
entionionally	magnatude	despute
corperation	compulsary	incapable
summary	communicate	compleat
expensive	convenient	originel
encrease	temperature	indication
actually	unemployment	monetary
essential	resemblance	instrumental
account	referred	detrimental
improvement	totally	coincidence
ajustment	unaform	requirment
perpose	agreeable	dissappear
undoubtedly	progres	allottment
deduct	additional	competative
concurrant	insignificant	preliminary
developpment	international	telephone
calander	duplicate	

SPELLING TEST—D.

Some words in the list are right, others wrong. Write a list of the words that are right. Write a second list of the wrongly spelled words, spelling them correctly.

suprentendent	battery	comparison
manufacture	occurences	conciliation
substansiate	privilege	securaty
statement	perportion	destinctive
convenient	finasial	accordance
particuler	subsaquent	permotion
preliminary	curency	advancement
shippment	numerical	revenu
concurrer	emergency	equiped
conformity	responsability	esteem
envestment	utility	subterfuge
negligent	indispensable	envoice
remuneration	classafy	perseptible
occasionally	untill	accommodate
materially	noying	obtane
specification	conveence	average
abolition	benefits	

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GEOGRAPHY**GRADE II.****Ceylon.**

The island of Ceylon is in the Indian Ocean just off the coast of India, and is a British possession. This island is one of the great ocean stations. Colombo is the principal port. In the interior of the island are the mountains and the remainder consists of plains.

Everywhere the soil is very fertile. Cinnamon trees, tea, coffee and cocoa plantations are plentiful. Miles of cocoanut and ochre palms are along the coast. In addition to these are the mahogany trees, bamboos, gutta-percha trees and the banyan trees. The latter cover the ground like enormous umbrellas.

The British own the plantations and employ the natives to cultivate them. Most of the products are exported to Europe. From the seeds of the cacao trees chocolate is made. The bark of the cinnamon tree is stripped from the trees, dried in the sun and packed in bundles for export. The cocoanut plantations produce a large amount of copra. This is the dried kernel of the ripe cocoanut. A rich oil is obtained from this copra when it is pressed. The natives make great use of the cocoanut tree. It forms the building material for their huts. From the ripe fruit they get oil for their lamps and cooking. They drink the milk and use the meat for food. They make medicine from the flower and sugar and wine from the sap. The shells are used for cups, spoons and bottles, and the hollowed out trunk makes a very good boat.

Off the coast are pearl fisheries. In the mountains are valuable minerals, also rubies, garnets, sapphires and other precious stones.

A large part of the population are Cingalese, a light brown people who came across from India; of Tamils, an Indian people darker than the Cingalese; of Malays, Chinese, Arabs and Mohammedans. The Cingalese are Buddhists.

ACCURACY**ACCURACY—GRADE IV.**

(Time 30 Minutes)

Marks

2 x 6 1. Add:

8439	3546
6582	2781
9746	4987
3187	7658
2914	8347
4689	6598
8756	4325
7538	7876

4 x 2 2. Subtract:

8006	3291	\$15.21	\$100.00
1794	1796	9.36	47.28

3 x 4 3. Multiply:

8769	9268	38794
37	69	206

3 x 4 4. Divide:

57) 487694	89) 916870	279) 2910476
-------------	-------------	---------------

8 x 2 5. Fill the blanks:

540 ins. =	yds.
26 days =	hrs.
128 pts. =	gals.
21 lbs. =	oss.
2/3 yard =	ins.
1/2 cwt. =	lbs.
18 ins. =	ft.
64 pts. =	gals.

CURRENT EVENTS, GEOGRAPHY AND CITIZENSHIP**GRADE IV AND V.**

A daily period in current events furnishes an opportunity for—

(1) Motivating the activity and curiosity of the pupils, as they must scan newspapers for all material for that period.

(2) Cultivating their judgment and taste for what is worth while, as only the most useful and appropriate will be made use of.

(3) Acquiring a great deal of general knowledge about places, events, products, etc. which is usually of a fairly useful nature because related to present day affairs.

(4) Cultivating the habit of using maps to get clear idea of the locality or localities mentioned.

(5) Learning in an interesting and live manner world geography, particularly that of Alberta and Canada, as the greatest number of news items concerning these places are brought in.

(6) Gaining both directly and indirectly information and ideas which will build up a citizenship sense and outlook.

(7) Establishing the habit of reading the newspapers in an intelligent and critical manner—a habit which, unlike cramming and the writing of examinations, is both necessary and pleasurable at any period of one's existence.

Method.

Pupils are encouraged to bring clippings, pictures, and to give verbal reports as well. Discourage the purely sensational, reports of crime, etc.

Have geographies and atlases on pupils' desks during the entire period, and use maps when there is any doubt of the location of any place referred to. Their daily use in this manner results in remarkable speed in finding the maps required, and in the memorization of the page number, so no time is lost.

A portion of the blackboard is kept specially for a significant line about each of a number of the best topics discussed. Do not write these while the lesson is in progress, or interest will flag. The following are the headings following to-day's discussion:

Indians knew about irrigation before the arrival of the Spaniards.

Highway between Banff and Lake Louise now open.

Canadian Government will build 5 new steamships for West Indies trade—to be operated by C.N.R.

1950 buffalo to be shipped from Wainwright to the north.

Wheat above ground in Lethbridge district.

Surfacing roads program now under way.

Water is menacing oil well 7 miles east of Coutts.

Seven lost in Idaho flood.

Two more French aviators planning attempts to fly to New York.

De Pinedo soared over the historic capital to-day.

These will be very quickly reviewed next morning, and pupils may fill in or add anything which they have read in the meantime concerning these items. They are then erased.

The periods will be of unequal length, as the amount of worth while material brought in, varies.

Some of the most enterprising pupils are making scrap-books (of inexpensive exercise books), using news items and pictures.

LITERATURE TESTS**GRADE IV.**

1. From the following list select one that you know well and then write it out:

My Garden.

Four stanzas, The Song of the Golden Sea.

September.

Three stanzas, The Wind and the Moon.

Sweet and Low.

Swallows.

In April.

2. Edith Cavell:

(a) Where was Edith Cavell born?

(b) What work was she trained to do?

(c) Where did she work?

(d) What did she do after the war broke out?

(e) What did she do for some Belgian soldiers?

(f) What was done to Edith Cavell for doing this?

3. From the lessons you have studied in your Reader, name:

1. The first English singer.

2. Two explorers.

3. A famous sculptor.

4. Two heroines.

5. A great discoverer.

4. Name a story or poem from your Reader written by:

(1) Longfellow; (2) Charles Dickens; (3) Pauline Johnston.

5. What lesson may we learn from each of the following:

1. Michael, the Upright.

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3. Manual Arts I.
4. Gregg Stenography for Commercial Teachers.

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2. The Pot of Gold.
3. The Inchcape Rock.
4. The Knights of the Silver Shield.
6. Locate these lines:
 1. Her head and shoulders seemed wrapped in foam tinted with the colors of the rainbow.
 2. The Hours came forth to harness the fiery horses.
 3. To the cold December heaven
Came the pale moon and the stars.
 4. They were made of silver and sometimes shone in the sunlight with dazzling brightness.
 5. 'Tis very sweet to be alive
On a morning that's so fair.
7. The Miller of the Dee.
 - (a) Where and what is the Dee?
 - (b) Give four reasons why the miller was so happy.
 - (c) How did the miller show that he was happy?
8. An Explorer's Boyhood.
 - (a) What explorer is meant?
 - (b) Where was he born?
 - (c) What work did he do when just a boy?
 - (d) What did he do with his first earnings?
 - (e) Who is meant by the Great Physician?
 - (f) In what country did this explorer do his greatest work?

Marks:

1st 16; 2nd 12; 3rd 14; 4th 9; 5th 12; 6th 15;
7th 2 and 4 and 2; 8th 14 equals 100.

NATURE STUDY

GRADES VII AND V.

There is no project in nature study that has a greater appeal to the activity, curiosity and constructive impulses of children than the discovery, identification, and collection of the wild plants as they appear in bloom. There is something almost uncanny in the speed with which the most obscure blossom is discovered, and while the burden of naming the specimens as they are brought in, falls on the teacher, it is well worth the trouble. The desire to keep up the records of previous years in numbers of plants and date of earliest flowering, and the good-humored rivalry among individual pupils, add to the zest. Children, for many obvious reasons, are fond of plants and blossoms and it is a pity not to make use of this taste. So much of the work suggested for these grades in the Course of Study has no particular appeal to the average pupil, is difficult to carry out, and would not greatly increase any child's love of his world.

Pupils are pressing specimens, and doubtless some of the most thorough and ambitious will have a large and complete collection. An afternoon or more will be devoted to helping them arrange them, in inexpensive exercise books, and in assigning the right names, and dates of first blooming. The list is kept on the blackboard for the month. The books when completed will not be very beautiful, but will nevertheless be things of joy, for they will be of the pupil's own creation, and can be improved upon in succeeding years.

Warning is given almost daily against getting more specimens than required—in plain English against destruction, except of course, of such weeds as French Mustard, Tumbling Mustard, Thistles, etc.

The following is a copy of the list as it appears on our blackboard up to date:

MAY

Wild Parsnip.....	3rd	Western Buttercup.....	16th
Three-flowered Avena.....	5th	Wild Strawberry.....	16th
Dandelion.....	6th	Milk Vetch.....	16th
Shooting Star.....	6th	Mouse-eared Chickweed.....	16th
Prairie Moss (Pyxle)		Dwarf Buttercup.....	18th
Pink.....	6th	Wild Onion.....	19th
Western Wall-flower.....	11th	Shepherd's Purse and	
French Mustard.....	12th	Pod.....	19th
Low Cinque Foil.....	13th	Red Anemone.....	19th
Buffalo Bean.....	13th	Manitoba Maple.....	19th
Blue Violet.....	13th	Wild Gooseberry.....	19th
Yellow Violet.....	13th	Dwarf Willow.....	19th
Sweet Grass.....	13th	White Everlasting.....	20th
Western Puccoon.....	16th		

GEOGRAPHY TESTS

GRADE VIII.

Geography Test A.

1. Draw an outline map of Alberta. Mark on it the positions of the chief towns, cities, and railways. Show the parts where grain, timber, and minerals are found.

2. What is the capital of Canada? Name the Maritime Provinces and give the capital of each.
3. What localities in Canada are identified with copper-mining, steel-making, ship-building, wheat-growing, flax-growing, fishing, spruce-logging (for aeroplanes)?
4. Name the chief Canadian ports (1) on the Atlantic; (2) on the Pacific; (3) on the Great Lakes.
5. Starting from the North and going eastward, name the principal rivers of North America; state the waters into which they empty.
6. What varieties of climate and physical features are found in the United States? Show either by map or otherwise, where are the areas that chiefly produce coal, cotton, wheat.
7. Of what importance to the Empire are the sites of: Gibraltar, Quebec, Jamaica, Capetown, Halifax, Falkland Islands? Give the site.
8. From what parts of the Empire are the following exported: sugar, hemp, tea, wool, butter, meat?

Geography Test B.

1. Draw an outline map of Canada and mark on it (with their names) 5 large rivers, 7 large lakes, and 4 large islands.
2. Compare any two provinces of Canada as regards climate, agriculture, mineral resources, means of communication, industries and population.
3. Give the location of the following and some information about each: Amherst, Athabasca, Assiniboine, Brandon, Calgary, Dawson, Rideau Canal, Fort William, Sackville, Saguenay, Saskatoon, Valcartier, Victoria.
4. Where does most of our imported wool, meat, cotton, silk and sugar come from?
5. Select three of the largest rivers of North America and state the following about each: (1) its source; (2) its chief tributaries; (3) a brief description of its basin.
6. To what causes may we attribute the rise of the great cities: Chicago, New Orleans, Minneapolis, San Francisco?
7. What do you know of the climate, location, chief products of: the Dominion of New Zealand, the Dominion of Newfoundland, Jamaica, Trinidad?

Geography Test C.

1. Sketch a map showing clearly (a) the Great Lakes and the St. Lawrence; (b) 12 fresh water ports in Canada; (c) 6 fresh water ports in the United States; (d) Thames, Grand, Trent, Ottawa, and St. Maurice rivers, and one city on each.
2. Of what importance in the commercial or industrial life of Canada are: Montreal, Sarnia, Sudbury, Peace River District, Halifax, Victoria, Edmonton, Fort William?
3. Give a list of the coast waters (gulfs, bays and straits) of North America. Name 10 leading seaports on the east coast and 6 on the west.
4. Give the location and say of what use to the Empire is each of the following: British Guiana, Ceylon, Aden, Zanzibar, Island of Jersey, British Honduras, Orkney Islands, Fanning Island?
5. Connect the names of cities with the following industries in Great Britain: (a) ship-building; (b) cotton; (c) cutlery; (d) linen. Locate each city.
6. Name 4 chief cities in each of the following countries: England, Scotland, France, Belgium, Italy. For what is each city noted?

Geography Test D.

1. Draw an outline map of Canada. Indicate on it 2 Transcontinental Railway Systems; marking the principal cities and towns along the routes.
2. What are the chief agricultural products of the Dominion? Where is each produced most extensively?
3. From what two countries does Great Britain obtain her chief supplies of: rubber, wheat, wool, sugar, cotton, copper, petroleum, meat?
4. What, where, and for what noted are: Corinth, Barcelona, Bucharest, Limerick, Marseilles, Danzig, Southampton, Helsingfors, Rotterdam, Boulogne, Oslo, Flume?
5. State the location of the following: Sorel, Lethbridge, Equimalt, Thetford Mines, The Pas, Oshawa, Charlottetown, Fredericton, Brandon, Annapolis Royal, Weyburn, Lloydminster. State any point of interest connected with each.
6. From what European countries have come the immigrants to the Province? Briefly indicate the position of these countries. Name the ports from which the immigrants sailed possibly.



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MIXED TYPES OF PERCENTAGE GRADE VIII.

1. A school district is 5 miles long and $4\frac{1}{2}$ miles wide. The expenditures were as follows: teacher's salary \$1200, secretary's salary \$75, fuel and supplies \$160. The government grant was \$200. Find the rate of taxation in cents per acre.

2. A commission merchant in the month of May sold for one customer 325 tons of wheat at \$1.50 per bushel at a commission of $2\frac{1}{2}\%$, and bought for another customer 170 tons of oats at $62\frac{1}{2}\text{c.}$ per bushel at a commission of $1\frac{1}{4}\%$. He deposited both commissions in the bank at 3% interest per annum, compounded half-yearly.

(a) Find the commission for selling the wheat.

(b) Find the commission for buying the oats.

(c) Find the amount to man's credit at the end of 18 months.

3. A man built a house costing \$2500 on a lot worth \$500, the house was burned and the insurance company paid the full amount of the policy, $\frac{3}{5}$ of the value at $\frac{3}{5}\%$. The land was then sold for \$750. What was the man's total gain or loss?

QUESTIONS BASED ON PROFIT AND LOSS GRADE VIII.

1. By selling an article for \$13.20 a merchant loses \$2.40. For how much would he have sold it to gain $37\frac{1}{2}\%$?

2. An agent sells a farmer a plow for \$57.50 and clears \$24 on the sale. Find the agent's gain per cent.

3. What was the cost when $17\frac{1}{2}\%$ was gained by selling goods for \$253.80?

4. By selling a carriage at \$117 a dealer lost 10%. Find the selling price if a gain of 10% had been made.

5. If 6% is gained by selling a horse for \$132.50, how much per cent will be lost by selling him for \$115?

6. A dealer sells two wagons for \$75 each. On one he gains 25% and on the other he loses 25%. Find his per cent gain or loss on the sale.

7. A hardware merchant buys 50 stoves at \$36.40 each. He pays \$62.30 freight on the shipment, allows \$12.70 for other buying expenses, and estimates that the selling expense of each stove to be \$2.50. Find his gain per cent if the stoves are sold at \$50.50 each.

8. A man buys land valued at \$30 per acre. How much per acre must he ask in order that he may take off 25% from his asking price and still make 20% on the purchase money?

MENSURATION GRADE VIII.

1. A flat roof measures 20' 6" by 15' 6". Find the cost of covering it with sheet lead $\frac{1}{8}$ " thick, supposing that a cubic inch of lead weighs 6.5 ounces and that 1 lb. costs $9\frac{1}{4}\text{c.}$

2. Find the cost of plastering the walls and ceiling of a room 14 ft. high, 31 ft. long and 24 ft. wide at 30c. per sq. yd. In the room there are 5 windows and 3 doors. The plasterer allows 1 sq. yd. off for each window and door.

3. A locomotive is travelling at the rate of 60 mi. per hour. The diameter of the driving-wheel is 3' 6". How many times does it turn in a second?

4. Which requires the more fence, a circular field 15 rods in diameter or a square one whose side is 14 rods? Find the difference.

5. A road runs around a circular fair ground. The outer circumference of the road is 880 yds. long and the inner one is 792 yds. Find: (a) Width of road; (b) Area of road; (c) Area of grounds within the road; (d) Cost of fencing at \$1.19 $\frac{1}{2}$ per rod.

6. The area of a rectangular field is 12460 sq. yds. The field is four times as long as it is wide. Find: (a) Length and width of the field; (b) Area in acres; (c) Cost of fencing at 6c. per foot.

7. A man wishes to dig a well 300' deep and 3' in diameter. Find the cost of: (a) Digging the well at \$1.06 per cubic yard; (b) Lining with zinc at \$1.50 per square yard.

8. Two trains start from the same station. The first train travels due north at the rate of 35 miles per hour. Two hours afterwards a second train starts and travels due east at the rate of 39 miles per hour. How far apart will the trains be 2 hours after the second train left?

9. A line, reaching from the top of a precipice 150' high on the bank of a river, to the opposite side, is 400' long. How wide is the river?

10. A pond whose area is one-half an acre is covered with ice $5\frac{1}{2}$ " thick. What is the weight in tons of ice if a cubic foot of ice weighs 909 $\frac{1}{11}$ ozs.?

TRADE DISCOUNT GRADE VIII.

1. A merchant bought goods invoiced at \$1500 subject to trade discounts of 20% and 5%. What selling price will give him a profit of $33\frac{1}{3}\%$ on the net cost?

2. A merchant marked a stock of boots at an advance of

80% on the cost. At a sale he gave a discount of $\frac{1}{3}$ off the marked price. What is his gain or loss on a pair of shoes that cost him \$6?

3. Brown pays \$45 for a coat after discounts of 15% and 10% had been allowed. Find the marked price.

4. The marked price of a coat is \$60. Find the cost if a merchant makes a gain of 20% after a discount of 15% has been allowed.

5. A suite of furniture costs \$200. Find the marked price in order that a profit of 40% may be allowed and a discount of 20% given.

6. A merchant buys goods listed at \$500 with discounts of 20% and 5% off. He sold these goods at \$600 allowing discounts of 25% and 10%. Find his profit.

7. A trader bought paper listed at \$5 per 1000 sheets, at a discount of $12\frac{1}{2}\%$. He received a further discount of 2% for cash. What did the paper cost him?

8. A car cost an agent \$1275. Find the marked price if he makes a profit of \$300 and allows a discount of 24%.

ARITHMETIC

ARITHMETIC—GRADE V.

- A. 1. Multiply 6897 by 7090.
2. Divide 5976384 by 298.
3. Multiply 6971 by $5\frac{1}{4}$.
4. Multiply 7653 by $30\frac{1}{4}$.
5. Divide 793 by $5\frac{1}{4}$.
6. Divide 653 by $30\frac{1}{4}$.
7. Reduce to sq. ft. 435 A. 127 sq. rds. 23 sq. yds. 3 sq. ft.

- B. 8. Reduce 67395 oz. to tons, etc.
1. Add 27 mi. 482 yds. 2 ft. 7 in.; 36 mi. 697 yds. 1 ft. 4 in.; 19 mi. 982 yds. 1 ft. 2 in.; 6 mi. 346 yds. 2 ft. 9 in.
2. Add 16 mi. 147 rds. 2 yds.; 28 mi. 116 rds. 3 yds.; 39 mi. 193 rds. 5 yds.; 72 mi. 281 rds. 4 yds.
3. Subtract 89 mi. 1472 yds. 2 ft. 5 in. from 147 mi. 625 yds. 1 ft. 7 in.
4. Subtract 64 mi. 1382 yds. 1 ft. 6 in. from 89 mi. 547 yds. 1 ft. 0 in.

5. Divide 9 mi. 16 yds. 1 ft. by 6.
6. Divide 2 mi. 27 yds. 4 in. by 8.
7. Multiply 6 mi. 173 yds. 1 ft. 4 in. by 6.
8. Multiply 4 mi. 297 yds. 6 in. by 9.

- C. 1. Find the cost of the following articles:
 $3\frac{1}{2}$ lbs. of steak at 30c a lb.
9 $\frac{1}{2}$ lbs. of cheese at 24c a lb.
 $12\frac{1}{2}$ lbs. of turkey at 26c a lb.

What change would be left from a ten dollar bill? (Taken from the June Exam, 1923, Calgary.)

2. A field containing 15 a. is 40 rds. wide. Find the cost of wire required to build a woven wire fence around it, wire being worth \$9.25 per roll of 20 rds.

(Taken from the June Exam, 1924, Calgary.)

3. If telegraph poles are 198 ft. apart, and a train passes one every 3 sec., what is the train's rate in miles per hr.?

(Taken from the June Exam, 1919, Calgary.)

4. If a family uses 2 qts. 1 pt. of milk per day, what will it cost for milk for February, 1924, at 12c a qt.?

- D. 1. Multiply 590763 by 12.
2. Multiply 7986 by 6007.
3. Take 6794832 from 8,000,000.
4. Take 599,999 from 706,056.
5. Add 684, 5, 4379, 38, 45063, 7009.
6. Add \$64.35, \$72.06, \$53.21, \$49.89, \$70.64.
7. Divide 769048 by 12.
8. Divide 5906487 by 789.

- E. 1. Multiply 59637 by $16\frac{1}{4}$.
2. Multiply 68053 by $12\frac{1}{4}$.
3. Multiply 98764 by 9008.
4. Find the total weight of the following:

2 $\frac{1}{3}$ bu. of wheat
3 $\frac{7}{8}$ bu. of rye
1 $\frac{1}{2}$ bu. of oats
2 $\frac{1}{4}$ bu. of potatoes
2 $\frac{3}{4}$ bu. of barley.

5. A piece of rope 19 yds. 2 ft. 3 in. is divided into 9 pieces. How long is each piece?

6. A man has 36 bu. of wheat. To one man he sells 4 bu. 1 pk. 1 gal.; to a second he sells 8 bu. 3 pks.; to a third he sells 9 bu. 1 gal.; and to a fourth he sells 8 bu. 3 pks. 1 gal. How much will he have left for himself?

7. A man had 29 bags of wheat and each one contained 2 bu. 20 lbs. How much wheat had he altogether?

8. Reduce the year 1900 to sec.



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GRADE VI—SET I.

Problems involving rules of fractions in Grade VI:

1. Find the cost of 422 dozen eggs if $7\frac{3}{4}$ dozen cost .96¢.
2. If \$985 $\frac{5}{8}$ buys $41\frac{1}{2}$ acres, how many acres can I buy with \$166 $\frac{1}{4}$?
3. If a man goes $10\frac{4}{5}$ miles in $1\frac{1}{2}$ hours, how far will he go in $3\frac{5}{6}$ hours?
4. Find the cost of $\frac{3}{8}$ of $\frac{1}{4}$ section of land at \$48 $\frac{1}{8}$ an acre.
5. If you take $2\frac{3}{4}$ feet every step, how many steps do you take in covering $\frac{3}{8}$ of a mile?
6. A train has 240 miles to go. If it has gone 150 miles, find fraction of journey left.
7. What numbers added to gives 60.
8. A barrel of pork equals 200 lbs. If you take 67 $\frac{3}{4}$ lbs. from a barrel $\frac{3}{4}$ full, what fraction is left?
9. James had \$12 $\frac{3}{5}$, Jane as much lacking \$1 $\frac{13}{15}$. Find total sum.
10. A steer, when killed and dressed weighs $\frac{13}{16}$ of its live weight. Find the live weight of a steer which, when dressed, weighed 520 lbs.

SET II.

1. Find number cords in a pile of wood 900 feet by 16 feet by 12 feet.
2. How many cubic yards of material would be taken in digging out a cellar which would be 20 $\frac{7}{10}$ feet long, 15 $\frac{9}{10}$ feet wide, 8 $\frac{73}{100}$ feet deep?
3. If one ton of hay requires 52 cubic feet of space, find cost of hay in a barn 48 feet long, 36 feet wide, 12 feet high, at \$17 per ton.

How many bricks, each 9 inches by $4\frac{1}{2}$ inches, will it take for a wall 75 feet long, 6 feet high, and 18 inches thick?

5. A bale of hay is 3 feet by 2 feet by 18 inches. A car 33 feet long, 8 feet wide, 6 feet high, requires 26,400 lbs. to fill it. Find weight of 1 bale.
6. Find number of cords of stone required to build a foundation 8 feet high and 2 feet thick, for a building 40 feet long and 30 feet wide.
7. A wheat bin is 16 feet by 12 feet by 8 feet. If a cubic foot holds $6\frac{3}{4}$ gallons, find number of bushels in the bin.
8. Find the length of a coal bin which is 6 feet high and 4 feet wide, if it holds 10 tons. (1 ton occupies 30 cubic feet.)
9. Find the weight of water in tons in a tank $7\frac{1}{2}$ feet long, 6 $\frac{2}{3}$ feet wide, and 3 $\frac{1}{5}$ feet deep, if 1 cubic foot weighs 1,000 ozs.
10. A rectangular excavation for a cellar is $40\frac{1}{2}$ feet long, 20 feet 4 inches wide. If 203 $\frac{1}{3}$ cubic yards of earth are removed, how deep is the cellar?

SET III

- (a) Finding a whole from a part.
- (b) Finding a part from a part.
- (a) 1. $\frac{1}{3}$ of a flock equals 75 sheep. Find the whole flock.
3. $\frac{7}{9}$ of a post is in water, and 8 $\frac{1}{3}$ feet are in the air. Find the entire length.
3. If $\frac{4}{9}$ of the distance across Canada is 1,496 miles, find entire distance.
4. After losing $\frac{4}{9}$ of his sheep, a drover has 2,500 sheep left. Find entire flock.
5. I lost $\frac{1}{5}$ of my marbles on Monday, $\frac{1}{8}$ of the remainder on Tuesday, and $\frac{1}{7}$ of what then remained on Wednesday. I

then had 36 marbles left. Find my original number.

6. A man who owned $\frac{3}{4}$ of a ship sold $\frac{4}{5}$ for \$12,000. Find the value of the ship.
- (b) 7. If $\frac{1}{5}$ of a number is \$125, find $\frac{7}{20}$ of it.
8. $\frac{9}{11}$ of the value of a boat is \$189. Find $\frac{5}{7}$ of the value.
9. $\frac{11}{16}$ of the people at an exhibition number 2,000. Find $\frac{9}{10}$ of the number of people.
10. A man bequeathed \$37,000 to his family. He gave $\frac{1}{4}$ to his wife $\frac{1}{5}$ to his son, and divided the rest equally among 5 daughters. How much does each daughter get?

SET IV.

1. Express as vulgar fractions: 15%, 33 $\frac{1}{3}$ %, 8 $\frac{1}{3}$ %, 11 $\frac{1}{9}$ %, 62 $\frac{1}{2}$ %.
2. Find:
 - $37\frac{1}{2}$ % of 576 books.
 - $6\frac{2}{3}$ % of 450 cows.
 - $87\frac{1}{2}$ % of 1664 yards.
3. If 20% of a lot is \$125, find 35% of it.
4. I earn \$2,900 per annum. I spend 40% of it on board, 33 $\frac{1}{3}$ % on clothes, 11 $\frac{1}{9}$ % pleasure, 3% on fare. Find my savings per annum.
5. A man had \$10.75 and spent \$7.25. What % remained?
6. A drover lost 25% of his flock, which was 80. Find entire flock.
7. Find the selling price of an article which cost \$75, and when sold gained 33 $\frac{1}{3}$ %.
8. Find the cost price of an article which when sold for \$65, was a gain of 8 $\frac{1}{3}$ %.
9. Find gain or loss % on a buggy bought for \$80 and sold for \$125.
10. I bought a quarter section of land for \$48 per acre. I sold the land for \$10,560. Find my gain %.

ALGEBRA I.

A

1. Solve for x and y :

$$3x + 2 - \frac{y+7}{11} = 10$$

$$2y + \frac{x+11}{7} = 10. \text{ Verify.}$$

2. Solve for m and n :

$$\frac{8+m}{3} = \frac{12+n}{4} = \frac{17+m+n}{6}$$

3. Solve:

$$\begin{aligned} 3(x-2) - 2(y+3) &= 1 \\ 2(x-3) + 3(y+2) &= 0 \end{aligned}$$

4. Solve: $17x + 19y = 20$
 $19x + 17y = 16. \text{ Verify.}$

5. Solve by substitution and verify results:
 $x + 7y = 26,$

$$\frac{x}{5} - \frac{y}{3} = 2.$$

6. Factor: $y^4 - 12y^2 + 36.$

7. Factor: $x^2 - 6x - 40.$

8. Factor: $9x^2 - 3x + \frac{1}{4}$



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9. Factor: $\frac{b^4}{4a^4 - \dots}$
10. Factor: $a^2 + ab + ac - d^2 - ab - cd$.
11. Factor: $27x^4 + 8x$.
12. Factor: $x^4 + a^2x^2 + a^4$.
13. Factor: $729p^3q^3 - 512r^3$.
14. Factor: $12p^2 + pq - 6q^2$.
15. Factor: $16m^2n^2 - (4m^2 + n^2 - l^2)$.
16. Factor: $a^2 - 4b^2 - 9c^2 + 12bc$.
17. Factor: $2x(2x-a) - y(y+a)$.
18. Factor: $6x^2 - 2ax + 3xy - ay$.

B

1. Solve for x and y :
- $$\frac{3x+1}{2} = 5 + \frac{y+8}{5}$$
- $$\frac{y+5}{3} = 2 + \frac{x+3}{4} \quad \text{Verify.}$$
2. Solve: $7x - 2y = 13$
 $2x + 3y = 43$. Verify.
3. Solve:
 $2x + 25y = 5x + 11y - 85 = 6y$.
4. Solve: $6x - 2y = \frac{2x - y}{11} - 1 = \frac{5}{5}$
- $$\frac{2x+3y}{3} - 3 = \frac{5x-2y}{2}$$
5. Solve by substitution and verify results:
 $7x - 5y + 6 = 13y - 5x - 6$
 $2y - x = 2$.
6. Factor: $3a^2 - 16ab - 12b^2$.
7. Factor: $x^6 - y^6$.
8. Factor: $1 + 2x^5 + x^4 + 2x^7$.
9. Factor: $ax^2 + ax^2 - 9a - 3a^2$.
10. Factor: $x^2 - y^2 - (x - y)^2$.
11. Factor: $m^4 + m^2 + 1$.
12. Factor: $s^4 - 3s^2 + 1$.
13. Factor: $x^5 - 16x$.
14. Factor: $(3m - n)^3 - (3n - m)^3$.
15. Factor: $x^3 + bx^2 - a^2x - a^3b$.
16. Factor: $a^4 - 5a^2b^2 + 4b^4$.
17. Factor: $12x^2 - x - 20$.
18. Factor: $1 - (m^2 + n^2) - 2mn$.

C

1. Solve for x and y :
- $$\frac{x}{3} + \frac{y}{8} = 41$$
- $$3x - 4y = 0 \quad \text{Verify.}$$
2. Solve for x and y :
- $$\frac{x-11}{3} + y = 18$$
- $$2x + \frac{y-13}{4} = 29$$
3. Solve: $5x - \frac{5y+2}{4} = 32$
- $$3y - \frac{x+2}{3} = 9$$

4. Solve and verify: $5x - 7y = 22a$
 $4x + 23y = -11a$

5. Solve by substitution and verify:

$$\frac{x}{3} - \frac{y}{7} = 1$$

$$10x - 4y = 1$$

6. Factor: $a^3 - 64ab^4$.
7. Factor: $8a^3 + y^3$.
8. Factor: $x^3 - (y-2a)^3$.
9. Factor: $4x(y+b) + 4x^2 + (y+b)^2$.
10. Factor: $p^3 + p^2q^2 - p^2q^3 - q^5$.
11. Factor: $m^4 + n^4 + mn(m^2 + n^2)$.
12. Factor: $\frac{m^2n^3}{25} - 9y^2x^2$.
13. Factor: $64x^3 - \frac{125}{m^2n^3}$.
14. Factor: $a^3 - 7a^2 - 4a + 28$.
15. Factor: $a^4 + a^2b^2 + b^4$.
16. Factor: $x^3 - 27$.
17. Factor: $12(a+b)^2 - 7m(a+b) + m^2$.
18. Factor: $24a^4 - 3ab^3$.

D

1. Solve for x and y :
- $$\frac{x-y}{5} = 3\frac{1}{2}$$
- $$\frac{-x+y}{9} = -4\frac{1}{3} \quad \text{Verify.}$$
2. Solve for x and y :
- $$26x + 42y = 33$$
- $$39x + 28y = 44$$
3. Solve and verify:
- $$15x + 21y = 12$$
- $$21x - 35y = -112$$
4. Solve and verify: $2x + y + 12 = 0$
 $x - 6y + 19 = 0$
5. Solve by substitution and verify:
- $$x = \frac{5y-7}{3} + 2$$
- $$y = \frac{3x-1}{4} - 2$$
6. Factor: $a^2 - 11ab + 28b^2$.
7. Factor: $9x^2 + 4y^2 - 12xy$.
8. Factor: $b(x^2 - 1) + c(1 - x^2)$.
9. Factor: $300a^4 - 3b^4$.
10. Factor: $(a+b)^2 - (c-d)^2$.
11. Factor: $a^3b - ab^3$.
12. Factor: $27a^3 + \frac{b^3c^3}{27}$.
13. Factor: $y^2 + y + l - l^2$.
14. Factor: $x^6 + y^6$.
15. Factor: $48x^5y^2 - 3xy^2$.
16. Factor: $(x-y)^2 - 2(x-y) + 1$.
17. Factor: $x^4 - 11x^2y^2 + y^4$.
18. Factor: $4a^4 + 1$.

All questions with the exception of 4 and 5 in each set are taken from Departmental examination papers, Grades IX and X.

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